Teacher Preparedness to Teach Antiracist and Equity Education

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A research paper submitted in conformity with the requirements
For the degree of Master of Teaching
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education of the University of Toronto

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Abstract

This research study evaluated novice teachers' preparedness to teach antiracist and equity education based on the training they received during their preservice teacher education program. The research study utilized a qualitative research design and semi-structured interviews were conducted with two novice teachers. The five themes that emerged from the data included comprehension of antiracist and multicultural education, preservice teacher education program, novice teacher preparedness, resources and implementation into the classroom, and limitations in the preservice teacher education program. The research findings indicated that the participants were able to articulate the differences between multicultural and antiracist education; the importance of the course instructor’s role, class discussions, and classmates in their understanding of antiracist and equity education; and that teacher preparedness and classroom implementation was determined by the accessibility of resources. Additionally, the preservice teacher training on antiracist and equity education was received differently for the racial minority and the Caucasian novice teacher. The recommendations outlined were to have antiracist and equity education as mandatory courses during preservice teacher education programs and that course structure and content should focus on providing resources to teacher candidates.

**Key Words:** Antiracist education, equity, preservice teacher education program, novice teacher, teacher preparedness
Acknowledgements

I wish to thank God for making this accomplishment possible. I have been able to continue my investment to acquiring knowledge and use it for my self-development. I wish to acknowledge and thank my research participants for their insights, dedication to the expansion of educational research, and wish them continued success as educators. This research study is to acknowledge all of the children and youth I have worked with over the years that have fostered my inspiration for advocacy and pursuits for equitable systems for marginalized and under-represented populations. I want to share a heartfelt thanks to my partner Chris, my parents, siblings, and cousins for their continued optimism and fostering my determination to pursue my dreams. Thank you to Dr. Hilary Inwood, Dr. Arlo Kempf, and Dr. Kenneth McNeilly for their on-going feedback in the completion of this research study.
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Chapter One

Introduction

1.0 Introduction to the Research Study

“In the end, as any successful teacher will tell you, you can only teach the things that you are. If we practice racism then it is racism we teach” (Lerner, 2015).

Within the education sector, there has been a heightened awareness and momentum for teachers to adopt education, practices, and strategies that are more culturally inclusive, in order to cater to the increasing needs of racially diverse students (Miller, Miller, & Schroth, 1997; Agyepong, 2010; Kailin, 1998; Mujawamariya & Mahrouse, 2004). Simultaneously, with the increased awareness around cultural diversity and the needs of racial minority student populations, there has been a larger focus on equity within the classroom. There has been an increasing demand placed on teachers to foster inclusivity in their practice in order to support the growing number of learning considerations such as disabilities, diversity, equity, and multiple intelligences. The mounting question is how prepared are teachers to undertake these tasks?

1.1 Articulation of the Research Problem

With these growing demands placed on teachers and a larger emphasis for them to be more culturally diverse; they also are confronted with the constant growing rate of racially diverse students enrolled within schools across North America. Although this rate has been steadily increasing and will only continue to grow, there is still a lack of racial diversification among the teacher and teacher candidate populations. Another pertinent question that arises then is how are teachers being supported to meet the needs of racially diverse student populations through their preservice teacher education programs? Throughout this paper, the terms preservice
teacher education and preservice teacher training are used interchangeably to refer to the preservice education program that teachers receive.

1.2 Purpose of the Study

An active conversation in the scholarly literature in the educational sector is the need for greater cultural inclusivity and equitable practices (Agyepong, 2010; Doucet, & Adair, 2013; Miller et al., 1997; Shudak, 2010). These studies are based on the premise that teacher candidates are not being adequately prepared to teach and integrate multicultural and equity education into their teaching practice. In Ontario, the elementary teacher education programs offer various courses that focus on the curriculum subjects’ as well as on covering the topics of psychology, special education, inclusion, equity, professionalism, and multiculturalism. With retrospect to antiracist education, teacher preservice training courses need to provide this education (Agyepong, 2010; Doucet, & Adair, 2013; Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998). However, it is either minimally covered, obsolete, or only offered as an elective (Mujawamariya & Mahrouse, 2004). When antiracist education is available it is offered an elective course and candidates are forced to decide which elective they should take; competing with other education courses such as special education and technology (Mujawamariya & Mahrouse, 2004). Even when multicultural, antiracist, and/or equity education are offered, many argue that this method does not provide teachers with the knowledge and preparedness to integrate this education in their teaching practice (Doucet, & Adair, 2013; Kailin, 1998; Mujawamariya & Mahrouse, 2004; Miller et al., 1997).

Mujawamariya and Mahrouse (2004) suggest that preservice education programs do not provide sufficient time for candidates to question their conceptualizations of race and racism. As this area of research continues to advance, scholars are arguing that there is a difference between
multicultural education and antiracist education (Gillborn, 2006; Mujawamariya & Mahrouse, 2004). Some scholars (Mujawamariya & Mahrouse, 2004; Kirova, 2008; Kailin, 1998; Doucet & Adair, 2013) advise that preservice teacher training programs need to stop using a multicultural educational approach, as it does not adequately address or foster greater awareness around the barriers racially diverse students face. Multicultural education has also been criticized for focusing on similarities rather than differences, reinforcing racial biases and stereotypes, and/or furthering the marginalization of racial minority student populations (Kailin, 1998). Instead, by taking an antiracist educational approach, this helps address the historical structures of racism and how they have become embedded in societal structures that emphasize oppression and marginalization (Gillborn, 2006; Torres, 2010).

What has been lacking the field of this research is an exploration of what initiatives preservice teacher training programs are providing to educators to prepare them to teach this education within their classrooms. This research project is investigating whether antiracist and equity education are currently being emphasized in teachers’ preservice training, and if so, how this aids to teacher preparedness to implement this education within the classroom.

1.3 Research Questions

A particular focus was placed on novice elementary teachers who have just begun their teaching careers, and who, have not participated in any further teacher education since their preservice elementary teacher training. The major question of focus was, “How prepared are novice elementary school teachers to implement antiracist education and equity within their classrooms?” This question allowed me to investigate teachers’ preparedness to implement this education. I also evaluated the quality of their preservice teacher education with regards to antiracist and equity education. In order to further investigate teachers’ preparedness, I also
depended on these supplementary questions: “Are teachers receiving sufficient education during their preservice teacher training to teach antiracist and equity education within their classrooms? What are the standards of education teachers are receiving from their preservice teacher training on antiracist and equity education and what were the courses taken by novice teachers? How did this course material inhibit or support teachers’ conceptualization of antiracist and equity education?” By evaluating teacher preparedness from teachers’ preservice training, it allowed me to focus on what education is being offered, what material is being covered, and how this helps/deters teachers from integrating this education within their classroom.

1.4 Introduction to Methodology

To investigate these questions, a qualitative research design was utilized through an inductive approach. An inductive approach allowed the research design to be emergent and relied on the patterns and conclusions that arose from the data analysis (Creswell, 2013). Using inductive reasoning allowed the design to be modified and adapted as needed during interview to develop new questions. The data collection method was semi-structured interviews. Using semi-structure interviews ensured that responses were followed up with questions that allowed interviewees to expand on their experiences on teacher preparedness. As well as, using semi-structured interviews helped me as a researcher to understand whether or not they were taught antiracist and equity education specifically, or whether this term was used interchangeably with other terms such as multiculturalism.

These methods were chosen so that they aligned with a case study research approach in the qualitative research design. The literature did not discuss what aspects of antiracist education courses supported teacher preparedness to integrate this education within the classroom. Because of this literature gap, utilizing a collective case study approach ensured that multiple teachers
were interviewed, based on the same issue (Creswell, 2013; Topping, 2006; Hoon, 2013). Novice teachers had varying professional experiences; one teacher was a recent graduate while the other was currently employed. Their insights focused on the same topic but they were able to offer different perspectives (Creswell, 2013; Hoon, 2013). Investigation using a collective case study approach allowed the focus to be on generating understanding and developing themes by focusing on a specific group of research participants and letting them elaborate on their experiences (Topping, 2006; Hoon, 2013).

This allowed for conclusions to be drawn based on themes that overlapped in their responses and build on the data that emerged (Creswell, 2013; Hoon, 2013) rather than using the data to reinforce the researcher’s initial hypothesis. Although a case study approach uses multiple sources of data (Creswell, 2013; Hoon, 2013), semi-structured interviews will be the primary source of data to align with the requirements of the University of Toronto Master of Teaching program and the ethics approval.

1.5 Background of the Researcher

With regards to discussing various approaches and considerations taken in the qualitative research design, it is important to highlight my background to this topic. During my undergraduate degree in Child and Youth Care, I was able to explore aspects of race and equity from a theoretical framework, working frontline with children and youth, and in the contexts of family, workplace, social, systemic, and economic structures. Through professionally working with various children, youth, and family populations, I have also witnessed the impediments racial minorities face to equitable education that is culturally sensitive with minimal biases or racial stereotypical views. Being a part of a racial minority myself, I have faced educational structures that reinforce White hegemony. As an aspiring teacher and currently a teacher
candidate, I felt that it was important to provide teachers with the opportunity to share their expertise in teaching antiracist and equity education, as well as to understand their strategies in doing so. More importantly, with the research highlighting the life-lasting problems racially diverse student populations’ face, such as school failure and unemployment, as a researcher I aimed to identify the overall effectiveness preservice teacher education programs have on teacher preparedness and how this parallels with their practice.

1.6 Chapter Overview

Chapter one included the introduction, purpose of the study, research questions, methods, and background of the researcher. Chapter two contains a review of the literature, which included exploring teacher preparedness to teach antiracist and equity education within the classroom and what initiatives preservice teacher education programs are taking to support teachers. Chapter three provided insights on the methodology of the study and included information about the participants and data collection and analysis. Chapter four discussed the findings that emerged from the semi-structured interviews. Chapter five presented themes that emerged from the research study in relation to the literature. Additionally, it discussed implications, recommendations, and areas for further research. References and appendices are found at the end of this research paper.
Chapter Two

2.0 Literature Review

The literature within the field of antiracist and equity education has evolved over the past 30 years. There has been greater awareness around antiracist and equity education and a consistent push in the literature for it to be adopted in preservice teacher education programs (Gillborn, 2006; James, 1995; Agyepong, 2010; Doucet, & Adair, 2013; Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998). Scholars in the field have begun to investigate the importance of this education and the need for it to be prioritized among teacher preservice training in order to meet the needs of racially diverse students (Agyepong, 2010; Doucet, & Adair, 2013; Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998). There has also been steady growth of the amount of racially diverse student populations within classrooms today (Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998). Despite this steady increase of racially diverse populations, the reoccurring theme in the literature is that the teacher population remains middle-class women from a Caucasian background (Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998; Bell, 2002). Through the investigation of various sources of literature there have been reoccurring themes that have emerged and they have been presented below.

2.1 Multicultural Education versus Antiracist Education

Various authors have discussed that multicultural education has become outdated and does not truly inform teachers of the issues and challenges that emerge because of race (Kirova, 2008). Kirova (2008) discusses that multicultural education was originally implemented in response to the Canadian federal government multiculturalism policies such as the 1971 Federal Multicultural Policy statements, the 1982 Canadian Charter of Rights and Freedoms, and the
1988 Canadian Multiculturalism Act. Kirova (2008) goes on to further articulate that, “multicultural education is linked to the goals of the original federal multiculturalism policy, which promotes ethnocultural retention, fosters appreciation of the cultural heritages of others, and assumes increased intergroup harmony” (p. 104), therefore, indicating that this policy hopes to foster positive attitudes and inclusion among various cultural groups. Kailin (1998) discusses that teaching about multicultural education creates a blanket approach. The rationale around multicultural education is to foster tolerance and respect for cultural diversity (Kailin, 1998; Kirova, 2008). Instead, in teachers’ preservice training multicultural education becomes an overview to culture (Kailin, 1998). Teacher candidates are given minimal exposure to the controversies that exist with race and are not given sufficient exposure to critically think about their conceptualizations of race (Kailin, 1998). When teachers focus on multicultural education, they are looking at celebrating similarities as opposed to differences and they do not consider the systemic barriers and power imbalances that arise (Mujawamariya & Mahrouse, 2004; Kirova, 2008). Similarly, James (1995) discusses that multicultural education does not take into consideration the structural inequalities of race, class, and gender.

Several authors (Gillborn, 2006; Kailin, 1998; Mujawamariya & Mahrouse, 2004; James, 1995) express the need to push towards the use of antiracist education. Kailin (1998), James (1995), and Torres (2010) argue that taking an antiracist approach in education helps to address the historical structures of racism and how these have become embedded in our societal structures that emphasize oppression and marginalization. James (1995) further elaborates this point by highlighting that antiracist education allows students to make sense of their experiences of race, class, and gender inequalities, which has an overall effect on their learning, development, and educational outcomes. Additionally, it gives students the foundation to
recognize and confront these oppressive structures and ultimately work towards eliminating them (James, 1995). Torres (2010) discusses the importance of antiracist education in retrospect to Indigenous culture within the classroom from a Canadian context. When teachers consider the historical contexts of colonialism, they are better able to understand how oppressive structures exist within education today (Torres, 2010). Taking these viewpoints into consideration highlights the on-going dilemmas of utilizing multicultural education and the importance to research the quality of education novice teachers received. Additionally, it helped to highlight that preservice education programs are still using multicultural education as its primary way of preparing teachers to work with racially diverse student populations.

2.2 Preservice Teacher Education Programs

Investigating literature into preservice teacher education programs provides insight into the current practices and education being offered to teacher candidates. It also emphasizes the overall initiatives being taken to help prepare novice teachers with antiracist and equity education. Miller and her co-authors (1997) and Bell (2002) explains that preservice teacher education programs need to teach culturally relevant instructional strategies to candidates, in order to meet the learning needs of their racially diverse student populations. The problem is that teacher candidates are not receiving the necessary training and education from their preservice education programs (Miller et al., 1997; Kailin 1998). Kailin (1998) argues when preservice multicultural education is taught, it is addressed to large class sizes upwards to hundreds of students. Teacher candidates are not able to spend the necessary time they need to question their own ideologies and reconstruct new ways of conceptualizing race and racism (Kailin, 1998; Goldstein, 2000). Consequently, candidates become defensive and are not able to recognize their own prejudices (Kailin, 1998).
Mujawamariya and Mahrouse (2004) reviewed teacher candidates’ perspectives on the multicultural education they received from the University of Ottawa’s Faculty of Education; the authors’ focus was to highlight teacher candidates’ views on multicultural education, address how it is taught in the program, and recommended suggestions for improvements. Their results concluded that teacher candidates have expressed the importance of multicultural education; however the majority of respondents articulated their discontent with the delivery of these programs (Mujawamariya & Mahrouse, 2004). Multicultural education courses are not mandatory and they have not become integrated within the teaching structure of education (Mujawamariya & Mahrouse, 2004; Lowenstein, 2009; Vavrus, 2009). It was only mandatory for Canadian teacher candidates to take one course exploring multicultural issues; however respondents indicated that it was not enough time spent on these topics and they were addressed superficially by course instructors (Mujawamariya & Mahrouse, 2004).

Miller and her colleagues (1997) found that teacher candidates have expressed experiencing racism by the faculty in teacher education programs. This was stated among African American students when compared to their Caucasian counterparts (Miller et al., 1997). The research findings from 98 practicing teachers highlighted that faculty did not adequately address and discuss aspects of race and how to meet the different cultural needs of students (Miller et al., 1997). The recommendations outlined for teacher candidates are a need for a more comprehensive training on cultural awareness, recognizing their personal cultural biases, and focusing on differentiated teaching instructions (Miller et al., 1997).

Thus far, this part of the literature has discussed the need for more comprehensive training on antiracist and equity education. The research has offered some insight into what is currently being offered during preservice teaching education programs and its overall quality.
This research study investigated and offered a clearer understanding about the program standards of education on antiracist and equity education during teacher’s preservice training. It highlighted the specific courses that were taken by novice teachers and if they were offered as mandatory or elective courses. More specifically, it provided insight about the quality of the course material being covered and the content specific aspects that inhibited and supported teachers’ preparedness to teach antiracist education and equity.

2.3 Teacher Population

A closer focus on exploring the teacher population highlighted the teaching staff demographics and how this interplays with antiracist and equity education. The review of the literature underlined that the majority of teacher candidates are Caucasian, and this is not likely to change in the near future (Mujawamariya & Mahrouse, 2004; Shudak, 2010; Bell, 2002). Miller and her co-authors (1997) and Bell (2002) reports on the consistent findings in the literature and states that the population of ethnically diverse learners will increase, while the teacher population continues to be middle class women of Caucasian decent. Mujawamariya and Mahrouse (2004) argue that currently the way teacher candidates teach and practice multicultural education reinforces white hegemony and beliefs they have about other cultures. Correspondingly, Goldstein (2000) and Bell (2002) explicates when teachers are not able to question the privileges associated with being Caucasian they are not able to recognize the institutional racism and challenge these racist structures. Likewise, they are not able to see the advantages Caucasian students experience and the discrimination minority students experience with these structures (Goldstein, 2000). Several authors (Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998) urge for the diversification among teacher candidates and educators in order to better meet the needs of their student populations. Shudak (2010) further
explains that the lack of cultural connection between Caucasian teachers and their culturally diverse students results in teachers’ assumptions being manifested as unfair educational expectations and practices.

Santoro and her colleagues (2001) discuss an alternative point of view when they explored racial minority teachers in a dominant Australian-Anglo culture. Teachers of ethnic minority within these schools were mainly of Asian descent (Santoro et al., 2001). Findings concluded that these minority teachers’ racial differences were disregarded and they experienced racism because of the language, accent, and physical appearance among staff and students (Santoro et al., 2001). Within the school culture these teachers were isolated and remained the outsiders (Santoro et al., 2001). The school culture also required them to conform to Australian-Anglo norms to be perceived as professionals (Santoro et al., 2001).

A contrasting perspective is Brookfield (2014), who writes about his White supremacy, and notes the lack of self-reflection and questioning that occurs among teachers of Caucasian identity. The author discusses and evaluates his own upbringing in a “typical Caucasian lifestyle”, a small town with little to no exposure to other races until the age of 18. As an antiracist educator now, he argues that all White anti-racist educators no matter their stature will always be bound to some type of learnt ideology of racism that is still present within them (Brookfield, 2014). Unintentionally, the author explains how through grading students work, he was more lenient towards students with colour and this reinforces racism; his ideologies were that racially diverse students could not develop the same quality and excellence when compared to their Caucasian counterparts (Brookfield, 2014). This article provides a foundation to help explore responses from the Caucasian novice teacher and understand how her preservice training inhibited or supported her questioning of power and privilege. Interestingly, the results from the
A study of Mujawamariya and Mahrouse (2004) indicated that more minority teachers will help improve the workforce and educational system; majority of these respondents were Caucasian women less than 30 years of age. The same respondents also indicated that teachers of minority are reflective of multicultural education in their practice and this helps bring greater awareness among their colleagues, making them better teachers (Mujawamariya & Mahrouse, 2004). Shudak (2010) discusses the importance of minority teachers through his coined concept of “cultural matching” in teacher education programs (p. 349-350). The author explicates that cultural matching is having minority students being taught by a teacher that shares commonalities with them such as race, ethnicity, life experiences, language, and cultural similarities (Shudak, 2010). He argues when teachers share these cultural commonalities, it leads to higher student achievement, as it reduces misunderstanding and miscommunication (Shudak, 2010). The author reinforced consistent findings in the literature of the growing number of culturally diverse students, while teacher candidates and educators are not mirroring this diversity (Shudak, 2010; Bell, 2002; Mujawamariya & Mahrouse, 2004; Miller et al., 1997; Kailin, 1998). This results in teachers reinforcing White hegemony in curriculum for grades K-12 and in their teaching practices (Shudak, 2010). The lack of empirical evidence on cultural matching makes it challenging to investigate the long term benefits of this concept (Shudak, 2010).

These authors’ perspectives highlight consistent literature findings for racial diversification among the teacher population. Among the novice teacher research participants, their insights show how much their peers were representative of racial minorities. Furthermore, questions were asked whether these peers aided in their own understanding of antiracist and equity education from their responses during classes, working together, co-teaching, etc. In
addition, it highlighted the differences in responses between the two novice teachers one of who is a racial minority and the other who is Caucasian.

2.4 Novice Teachers’ Preparedness to Teach Antiracist Education and Equity within the Classroom

Understanding the current classroom environment highlighted how much of teachers’ preservice education is becoming integrated into the classroom and curriculum. Miller and her colleagues (1997) examination of the literature highlighted that preservice teachers lacked empathy towards the institutional racism that culturally diverse students faced. These preservice teachers also expressed they were not comfortable working with culturally diverse students (Miller et al., 1997). Kailin (1998), Kirova (2008), and Aveling (2007) explain teachers and students become abrasive and they often avoid discussing antiracist topics because of fear of meeting with confrontation and defensiveness. Thompson (1997) alternatively emphasizes that society views the term antiracist with apprehension because it appears to be seen as extreme, provocative, aggressive, negative, and a political term. This offers a perspective to consider, as to why some teachers still choose to teach multicultural education.

Mujawamariya and Mahrouse (2004) discusses that learning about multicultural education can focus on how to address some of the issues associated with race but not equip teachers on how to teach this to their students. James (1995) discusses that the main agenda of multicultural education in the classroom is about celebrating cultural differences and to help immigrants into acculturation to make them successfully integrate into society. Kirova (2008) explicates that educators choose practical curriculum changes when integrating multicultural education by focusing on cultural food, music, and dance. Agyepong (2010) further explains why multicultural education becomes limiting in Ontario schools. Her literature, reviews the rates of
immigrants entering Toronto to help better understand the disconnection between ethnic populations and the Eurocentric curriculum being taught in schools. She notes that school related problems that arise for students of ethnic backgrounds are that they are blamed for challenges they face, they are identified for more social support services, and they are more likely to drop out of school (Agyepong, 2010). Torres (2010) goes on to further explain this disconnection by looking at barriers Indigenous students face when they are learning about curriculum that is written from a Eurocentric perspective. Through anti-racist education, controversies of colonialism can be explored and used to look at the social construction of race (Torres, 2010). When race is socially constructed, one is able to recognize the lived realities of students through a historical perspective (Torres, 2010). When Indigenous students learn about curriculum that is written from a Eurocentric perspective, it does not match the lived realities of these students (Torres, 2010). She also states that this curriculum reinforces stereotypical views, such as Indigenous students are an inferior race (Torres, 2010).

A lesser discussed area of the literature is explored by Doucet and Adair (2013), who focus on antiracist education from a young childhood perspective. The misconception often held by educators is that children do not understand race, racism, or equity (Doucet & Adair, 2013). The reality is that children are well aware of these matters through their social interactions, the way that they are perceived, and their treatment by others (Doucet & Adair, 2013). This article specifically highlights that teachers feel they need to wait for the child developmentally and that they should delay discussions around race and equity for young children (Doucet & Adair, 2013). The authors’ argue that when teachers avoid these areas, they are not helping their students make sense of the social realities they face and racism experienced during their childhood (Doucet & Adair, 2013). Children are able to make conclusions and inferences about
race whether it is taught or not because they are exposed to it in their daily lives through reading, teacher affirmations, and media (Doucet & Adair, 2013). Educators take two approaches to answering children’s questions about race either through colour blindness, valuing the same opposed to difference or by celebrating diversity; which is briefly recognizing a small aspect of each other’s cultures (Doucet & Adair, 2013). These strategies do not foster communication about cultures rather it creates silence because one is either ignored while the other is too shallow (Doucet & Adair, 2013). This perspective specifically discusses two methods teachers use for implementing antiracist education and equity within the classroom, as well as why teachers avoid implementing this education altogether with younger students. This lesser discussed area is explored in the interviews with novice teachers who teach primary grades; as well these teachers could elaborate on how extensive their antiracist and equity preservice education was to supporting students in the primary years of school.

Agyepong (2010) reviews antiracism policies within the education system that educators must integrate into the school environment. The author’s criticisms are that these polices are difficult to measure, they are hard to understand whether they are being implemented and to what extent within the school (Agyepong, 2010). Kirova (2008) further elaborates this point with regards to multicultural education emphasizing that within the Canadian school system multiculturalism policy is a federal government responsibility whereas, educational policies are the responsibility of the provincial government. Therefore, the federal government has limited authority over educational policies (Kirova, 2008). The educational policies created are by provincial educational authorities’ interpretations of federal policies (Kirova, 2008). Agyepong (2010) argues for the successful integration of these policies to happen, they need to be considered from a social reorganization of systems and taking a top down approach.
Through the analysis of this literature, it has highlighted that teachers are still not prepared to work with racially diverse student populations and this has long term effects for these students. The literature has also emphasized that teachers either avoid antiracist education or are still using multicultural education within the classroom. Novice teachers’ perspectives from this research study offers insight into their current practices and those within their school setting, which helped to further understand what is taking place in the current classroom setting. Additionally, investigation into their current practices helped to identify which practices are attributed because of their preservice teacher training.

2.5 Gaps in the Literature

The literature provides a starting point to understanding teachers’ preparedness to teach antiracist education and equity. Additionally, it provided an overview into the current practices being adopted by preservice teacher education programs and the overall insight into the quality this education has on teachers practice. Thus far, the literature has highlighted that multicultural education is obsolete and needs to be replaced with antiracist education (Gillborn, 2006; James, 1995; Agyepong, 2010; Doucet, & Adair, 2013; Miller et al., 1997; Shudak, 2010; Kailin, 1998). The literature also continued to highlight a disconnection between the teaching staff demographics and racially diverse students (Gillborn, 2006; James, 1995; Agyepong, 2010; 2013; Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998; Bell, 2002). The barriers racially diverse students face within the classroom stem from childhood, and as they progress through school they are exacerbated into long term problems after they have left school (Agyepong, 2010; Doucet, & Adair, 2013). Studies conducted by Mujawamariya and Mahrouse (2004), Miller and her co-authors (1997), Santoro and her colleagues (2001), and Goldstein (2000) provided some perspective, as they indicated that teacher preservice training on
multicultural education and equity is not substantial, as it fails to provide sufficient information. This raises the issue that more time needs to be spent on antiracist education. This current research project adds to the existing research literature, in regards to sharing novice teachers’ insights on their level of preparedness to teach antiracist and equity education and how much of this was attributed to their preservice education. Currently, previous literatures and research studies have not specifically indicated what aspects of antiracist and equity education courses and material have aided or inhibited teachers’ understanding of this content. The previous research studies also have not discussed how much antiracist and equity education gets implemented into the classroom and how much was attained from the education teachers received from their preservice training. This research project provided some insight into these gaps by focusing on the perspectives of novice teachers.

2.6 Chapter Overview

This review of the literature has highlighted findings for a greater focus on antiracist education when compared to multicultural education, as well as discussed the disconnection between teachers and teacher candidates practice and preservice education programs on antiracist and equity education. The literature that has been discussed in this chapter continuously argues that the teaching profession is not reflective of racially diverse student populations and as a result underlines the on-going barriers these students face within school. These literature findings was a crucial consideration when the results of this research study was examined and offered insight to this study’s major research question of, “How prepared are novice elementary school teachers to implement antiracist education and equity within their classroom?” The existing literature offered little primary research on perspectives from teacher candidates and this research project adds to the primary research by providing further insights from the novice teachers and better
understanding into their preservice education. The literature also aided in beginning to investigate the supplementary research questions and these questions were used to further explore novice teachers’ perspectives: “Are teachers receiving sufficient education during their preservice teacher training to teach antiracist education and equity within their classroom? What are the standards of education teachers are receiving from their preservice teacher training on antiracist education and equity? What types of courses were taken by novice teachers and how did this course material inhibit or support teachers’ conceptualization of antiracist education and equity?” Certainly the literature in this field discussed some of the current practices during preservice teacher training programs, and was used to develop questions that were asked to the research participants. The questions focused on their experiences to better understand the current quality of education teacher preservice programs offered in relation to antiracist and equity education.
Chapter Three

Research Methodology

3.0 Introduction

This section outlined and elaborated on the overall research approaches, procedures, and data gathering techniques used for this research study. Additionally, it highlighted the methodological limitations and strengths that arose for this study and the overall potential influences they may pose during data collection. Further, it highlighted the framework for ethical considerations that were used to safeguard the research participants. It specified the criteria used for recruiting these participants, as well as elaborated on the importance of these specifications.

3.1 Research Approach and Procedures

The purpose of this research study was to further explore findings in previous literature on teacher candidate experiences of their preservice education with novice elementary teachers, as well as to investigate areas that have not yet been addressed. In doing so, this research project utilized a qualitative research design, which allowed for a more extensive and emergent flow of research to surface (Creswell, 2013; Harvey-Jordan & Long, 2001). Currently, there are some scholars who have been able to provide some primary data by using a quantitative research design and used questionnaires as their main form of data collection. In doing so, the literature currently does not highlight what specific aspects of teachers’ preservice education programs do not prepare teacher candidates to teach antiracist and equity education. Studies conducted by Mujawamariya and Mahrouse (2004), Miller and her colleagues (1997), Santoro and her co-authors (2001), and Goldstein (2000) were able to provide insight that multicultural education is obsolete, some of which has been attributed to how the course is being delivered and overall biases held by course instructors. Throughout the antiracist and equity education literature there
has been no discussion of the role course material, classmates’ influences, class discussion, program structure, and other factors during their preservice education that affected their overall understanding and preparedness to teach antiracist and equity education.

The qualitative research design focused on using a smaller research sample and allowed for conclusions to develop as the data emerged, as opposed to being drawn from the beginning of the study (Creswell, 2013). This is known as taking an inductive reasoning approach to the qualitative research. This is a pertinent aspect for this study, with the limited data on novice teacher perspectives during their preservice teacher education programs, having a qualitative research design with an inductive reasoning allowed for conclusions to be drawn after novice teachers shared their stories and lived experiences. Within the qualitative research design, a collective case study research approach was used to target specific teachers on the same issue (Creswell, 2013; Topping, 2006; Hoon, 2013). Although there is set criteria for the targeted participants, they are still coming from an array of professional backgrounds such as a recent graduate and a permanent teacher. The collective case study approach allowed for participants from different backgrounds to share their experiences on a common topic and allowed themes to develop as the study progressed (Creswell, 2013; Topping, 2006; Hoon, 2013).

3.2 Instruments of Data Collection

This research study’s main form of data collection was semi-structured interviews. Using semi-structured interviews allowed for pre-developed questions to be asked that targeted specific research questions, but also allowed for flexibility by giving the researcher opportunities to ask follow up questions during the interview (Harvey-Jordan & Long, 2001; DiCicco-Bloom & Crabtree, 2006). The benefit is that these questions were open ended and sometimes not pre-planned which gave participants opportunities to elaborate more on their experiences in a
specific area (Harvey-Jordan & Long, 2001). This data collection method also reflected the fluidity of a qualitative research design and gave opportunities to the researcher for clarification, investigation, and inquiry while conducting the interview. This study involved a limited number of research participants, making use of the semi-structure interviews also allowed the researcher the benefit of asking furthering questions or new questions that might have arose from the previous interview with another participant. This is another way that the researcher furthered investigated trends, patterns, and conflicting data to develop conclusions, especially important in this research study with only two research participants.

The participants recruited for this study were novice teachers, these are teachers that have either recently graduated and/or a new teacher in the field. The participants also could not have taken any further antiracist and equity education since their preservice teacher training program. Questions that were asked were to better understand the quality of their preservice teacher education programs, structure of classes, and their overall level of preparedness to teach antiracist and equity education within their classroom. Questions from the semi-structure interviews included collecting some background data of the participant such as, “What preservice teacher education program did you attend? Are you currently employed as teacher?” The next set of questions focused on novice teachers understanding of antiracist education and their conceptualizations of multicultural and antiracist education such as, “How would you define antiracist education? How would you define multicultural education? Would you identify antiracist and multicultural education as the same?” These questions were then further investigated by asking about their course instruction, course materials provided and covered, and readiness to implement these learnings into the classroom (see appendix B for a full list of interview questions). Interviews were around 60 minutes in length and were conducted in a
location that was most conveniently accessible to the research participants. The interviews were audio recorded for the purposes of transcribing the data.

3.3 Participants

The participants in this study were recent two graduates from the Ontario Institute for Studies in Education (OISE). Both participants graduated in the primary/junior division. Both participants were assigned a pseudonym each to keep their identity confidential. This section also discusses the sampling criteria used for participants, the sampling procedures and method of recruitment, and background information of the participants.

3.3.1 Sampling criteria. Using specific criteria for the two research participants ensured that they had some familiarity with the type of research being conducted and provided insights to the specific research questions. First, the novice teachers recently graduated and/or have been an active teacher for less than five years. This was important to ensure that the knowledge that the participants were discussing are from recent experiences from their preservice education programs. As well as, ensuring insights had not been compromised by basing responses on years of experiences in their teaching career. This criterion had also been placed not to exclude graduates who might not hold employment as a teacher, supply teacher, and teacher who might have recently become permanent teachers. Because this research study focused on teacher preservice education programs, it does not want to limit responses from teachers from varying backgrounds.

Second, research participants could not have had any further teacher education training since their preservice teacher education program on antiracist and equity education. This criterion also ensured that research participants were discussing their experiences from their preservice teacher education. This also helped to evaluate from their responses the overall quality
of preservice teacher training on antiracist and equity education without the teachers having furthered their current knowledge set. This also helped to evaluate if many teachers felt prepared and to what extent, as well as the overall quality of their program by them solely depending on their preservice education.

The third criterion was that the teacher preservice education program was in the primary/junior division from a Canadian based institution. The literature reviewed and being discussed in the study reflected statistics of students from a North American focus. Therefore, the use of literature findings during data analysis ensured that research participants were discussing practices and experiences observed within a Canadian based setting. This is also helpful when reflecting on current Canadian multiculturalism law and how this transcends into the education sector and within the specific school boards. This criterion also ensured that participants could share experiences from various programs, which can include but are not limited to a consecutive or concurrent Bachelor of Education or a Master’s teacher education program. Recruiting teachers from an elementary teacher education program reflected a particular interest of the researcher, who is also completing her teacher education program in the primary/junior division.

Fourth criterion, one of the research participants is of Caucasian background and one of the participants is of a visible racial minority. This criterion was used to evaluate consistent literature findings on teacher candidates’ reconceptualization of race and racism, influences of classmates during courses, and teacher preparedness to teach antiracist and equity education is attributed to preservice teacher education training or another factor such as racial background. Consistent literature findings discussed that majority of the education sector is Caucasian middle class women, and the need for more racial diversification in order for this population to be more
representative of the growing number of racial minority students. Studies and/or literature by Mujawamariya and Mahrouse (2004), Shudak (2010), Bell (2002), Kailin (1998), and Miller and her colleagues (1997) further discussed the disconnection and receptiveness of teacher candidates to antiracist and equity education by focusing on Caucasian teacher candidates and racial minority teachers.

3.3.2 Recruitment procedures. The research sample focused on convenience sampling. This sampling procedure was utilized because of accessibility to novice teachers, as well as to conform to the time and budget constraints, and to abide by the ethical review approval (Creswell, 2013). In using this sampling procedure there was also the consideration that participants for this study might have been picked based on accessibility, as opposed to someone who might be able to provide more insight and thorough reflection of their experiences and overall credibility of these sources of information. To minimize risking credibility of participants, the research study outlined specific criteria for research participants and the researcher sent email invitations to alumni of preservice teacher education programs. More specifically, the researcher accessed professional networks and contacts established within their educational institution in order to access alumni.

3.3.3 Participant biographies. Savi recently graduated with less than one year teaching experience at the time of the interview from The University of Toronto, OISE Bachelor of Education program. She completed the one-year program with a specialization in the primary/junior division, kindergarten to grade six. She is not currently employed as a teacher. She works at a daycare and a before and after school program within a Toronto Catholic School. She identified her racial background as “the human race” and instead chooses to identify with the cultural background of Caribbean and West Indian.
Everly recently graduated with less than one year teaching experience at the time of the interview from The University of Toronto, OISE Master of Teaching program. She completed the two-year program with a specialization in the primary/junior division, kindergarten to grade six. She is currently permanently employed as a teacher in a private school. She currently teaches kindergarten math and science, as well as afterschool literacy and math programs for struggling learners. Her day is split between teaching and designing programs that focus on the Ontario full day kindergarten curriculum and the school philosophy is of an Adlerian based model. She identified with the racial background of a “White Canadian” and her ancestry is mainly Scottish and Irish and her grandfather is Jamaican.

The two participants graduated from two different preservice teacher education programs within the same academic institution and with the same specialization in the primary/junior division. Both participants graduated in June of 2015. Savi is not a currently a practicing teacher and Everly is. Both participants identify with two different racial backgrounds. These factors are highlighted to understand how they influenced participants’ discussion of their experiences below.

3.4 Data Analysis

This section discussed the importance of themes and the framework that was used with the collected data for data analysis. The tape-recorded interviews were transcribed verbatim. Responses from both participants were grouped based on each individual question asked at first and initial codes that emerged. Responses were then grouped into categories and were then used to identify the themes that emerged in relation to the overall research questions. The responses from research participants were grouped by focusing on what education is being offered and its duration. Another group explored the type of materials offered and education covered during
classes and then proceeded to discuss how this helped/deterred teachers from integrating this education within the classroom. Grouping the data with specific questions after transcribing helped for new categories to develop, themes to emerge, and prepared the data for data analysis and for conclusions to be drawn and discussed.

3.5 Ethical Review Procedures

This research study complies with the OISE Master of Teaching Program ethics review process. Ethics review approval was granted to only have educators as research participants and for the data collection method to be an interview. A total number of two participants were allowed to be interviewed. All research participants were sent an email invitation for their participation and attached was a copy of the interview consent form outlining the research study in its entirety (see Appendix B for consent form). Participants were told at the time of giving consent and at the beginning of the interview that their participation was completely voluntary, that they could withdraw their participation at any time even after the completion of the interview, and they had the right to pass a question. DiCicco-Bloom and Crabtree (2006) discuss that giving participants the right to withdraw this consent at point during the research study is especially important in qualitative research, where the researcher is not always sure what type of data might be shared. Confidentiality of all participants was maintained as all information, data gathered, tape recordings, and transcriptions were only accessible by the researcher, research supervisor, and course instructors and all materials were stored on a password protected computer (DiCicco-Bloom & Crabtree, 2006). Pseudonyms were assigned to all participants to maintain the privacy of their identity. Participants were also notified that the data gathered would be used for the completion of a final paper, course requirements, informal presentations, a conference and/or publication. Participants were also told that there were no foreseeable risks or
benefits for their participation in this research study. Additionally, they were told that all data collected would be kept for up to five years and would then be destroyed.

3.6 Methodological Limitations and Strengths

The methodological limitations and strengths of this study are discussed to emphasis what factors influenced and had an overall impact on the data gathering procedures.

1. Limited to a small sample size: This research study by ethical guidelines and the framework of the Master of Teaching program allowed for two research participants. This added requirement influenced the research study by having insights about a topic that cannot be generalized to all novice teachers and preservice teacher education programs. It also reflected that the data is solely reflective on the experiences of two novice teachers and their responses are subjective to their experiences, background, outlook, perceptions, and other contributing factors which shape these responses.

2. Limited to only a single data collection method: In compliance with ethical review protocols allowed for a 45-60 minute interview to be conducted. Utilizing one method means no other forms of qualitative data collection methods, such as focus groups or observations, could be used. With focus groups the researcher would be able to target a larger group of participants and ask them for their feedback, observations, feelings, perceptions, and conclusions in this case on their preparedness to teach antiracist and equity education after their preservice education. In this method the researcher plays the vital role of listening, observing, and facilitating discussion but also gets the opportunity to see how participants shared experiences, opinions, disagreements, and see interactions that takes place between participants and report on these findings, which would not be present in individual interviews.
Conducting observations for this study would have allowed the researcher to see how participants interacted, reacted, and carried out their daily routines in their everyday setting. In this study the researcher could evaluated how much antiracist and equity education is implemented within the classroom through interactions, representations in the classroom, classroom norms and culture, etc. and could be followed up with questions directed towards the novice teacher. In this method, the researcher would have been able to witness first hand observations and evaluated the difference between ideal answers and actual implementation of this education.

3. Limited to the choice of participants: This study was limited to novice elementary teachers to comply with ethical protocols. In doing so, novice elementary teachers were able to share experiences of their preparedness and evaluated their overall satisfaction with their preservice teacher-training program on antiracist and equity education. However, in this study the insights of students and course instructors were not assessed. Insights from novice elementary teachers’ students could have highlighted their own understanding of antiracist and equity education because of their teacher. These insights could have been further followed up with novice teachers in their interviews, as well as shed light on possible disconnections and misconceptions between novice teachers’ perceptions and students learning. Responses from course instructors would have highlighted what measures were taken, if any, to prepare teacher candidates with this education and evaluated course instructors’ perceptions on their teacher candidates understanding and preparedness.

4. Strength of a qualitative research design: The benefits of using a qualitative research design is that it focuses on allowing participants to share their lived experiences from their perspective and through these experiences the researcher used this to find patterns. More so, in
this research study the researcher was able to gather information in person, witness verbal and non-verbal behaviour, and really listen to the stories of the participants. Through this research design emerges data that is information rich, which reflected both participants’ voices and the researcher’s position and background (Creswell, 2013). This design allowed for participants to be in a more comfortable setting and ensured a conversational approach to the questions being posed, as opposed to structured methods such as questionnaires or in a research lab (Creswell, 2013; Harvey-Jordan & Long, 2001; DiCicco-Bloom & Crabtree, 2006). Using semi-structure interviews as the data collection method within the qualitative research design allowed for face-to-face interaction. The interviewer was able to view verbal and non-verbal cues, build a rapport that might not be present through another method such as questionnaires, able to report and record on background information that would not be present through other data collection methods that are not face to face, and validate the sincerity of responses especially with questions that might be viewed as taboo. Through this method it also allowed for multiple views to be considered on the same question and explored the importance of these views (Creswell, 2013).

5. Strength of an inductive approach: Utilizing an inductive approach in this research study was important when considering the many gaps in the literature. Currently there have been minimal studies that focused on novice teachers and teacher candidates’ perspectives on their preservice education especially when it comes to antiracist and equity education. In doing so, there were a lot of unanswered questions that were investigated during the semi-structured interviews. Using the inductive approach meant the researcher did not need a hypothesis at the beginning of the study and rather conclusions and developments were made at any time during the research process (Creswell, 2013). This approach also allowed for the patterns and themes
that emerged during data analysis to make meaning of the topic being investigated but also is flexible enough to allow the research study to unfold on its own and report on findings that were not initially discussed (Creswell, 2013; Hoon, 2013).

### 3.7 Chapter Overview

This chapter discussed the data gathering and analysis procedures for the research study. This chapter identified the gaps in the literature; where there are minimal insights from novice teachers and teacher candidates on their preparedness to teach antiracist and equity education and how these gaps benefitted from a qualitative research design. The main form of data collection that was employed was semi-structured interviews of two novice Ontario elementary teachers who have not attained any further training on antiracist and equity education since their preservice education program. The research participant’s accessibility and connection with preservice education program networks allowed for the researcher to utilize convenience sampling procedure. Participants were safeguarded throughout this study by detailing the requirements of their participation and this was outlined in the ethical review procedures section to comply with the OISE Master of Teaching program. This chapter further elaborated on how the data would be analyzed and the methodological strengths and limitations of the study. All sections discussed the rationalization for the procedures used in this research study. The next chapter focuses on reporting on the research findings that emerged from the semi-structured interviews.
Chapter Four

Findings

4.0 Introduction

The previous chapters, one through three focused on highlighting the researcher’s positionality, findings and gaps in the existing literature, recruiting requirement for research participants, and data gathering and analysis procedures. This chapter focuses on highlighting and discussing the themes that emerged from the transcription of the semi-structured interviews.

The data is presented to align with the case study research approach. The initial codes and categories from the transcriptions were used to identify five themes that emerged from the qualitative data. Each participant elaborated on their experiences specific to the emerging theme and this is was compared to the literature findings. The sections below provided a thorough discussion of each the five themes that emerged which were comprehension of antiracist and multicultural education, the preservice teacher education program, novice teacher preparedness, resources and implementation into the classroom, and limitations in the preservice teacher education program.

4.1 Theme 1: Comprehension of Antiracist and Multicultural Education

One theme that emerged was the degree to which participants defined and understood antiracist and multicultural education. Participants discussed their current knowledge of antiracist and multicultural education, whether this education is seen as the same or different types of education, and their overall understanding of this education is compared with the literature findings. The literature (Gillborn, 2006; Mujawamariya & Mahrouse, 2004) has identified multicultural and antiracist education as two different types of education and investigating participants understanding guided how they implemented and discussed both
educations. When Savi was asked to define antiracist education she first stated that there was not one clear definition and rather it “…encompasses everything in general, so just racism on a whole”. Upon further questioning she discussed that antiracist education is “…bringing awareness to people so like this is racism, this is what it looks like, and this is how we can stop this or this is how we can try and help stop it or reduce it.” Everly adds that antiracist education, “explores and draws attention to, as well as combats racist understandings”. She elaborated:

We are not only teaching students to recognize the systemic barriers that students or other racialized people might face both in life and in the education system. But I think a component of it is also teaching students strategies and knowledge to fight against racist attitudes and racist systems that they might encounter.

Upon initial questioning of similarities between antiracist and multicultural education Savi reinforced that they were the same education; however what was surprising when she was asked the differences in a follow up question she later concluded that they were two different types of education. She discussed multicultural education as recognition in our society of the diversity of cultural groups but not necessarily having to tolerate these groups. Both participants discussed that multicultural education highlights this is what this cultural group does, say, eat, or wear and it is about being “happy” and “celebrating diversity”. This sheds light on what was discussed in the literature by Doucet and Adair (2013), James (1995), Kirova (2008), and Mujawamariya and Mahrouse (2004) that explains that multicultural education is focused on celebration of different cultures. Savi also goes on to say that limitation with multicultural education is that it does not reflect the “negative aspects” with race. Whereas she further distinguishes these two types of education by explicating:
Antiracism is learning how to deal with these different cultures, now we have 10 different cultures let's say in the world how do we accept them or how do we acknowledge that there are people that are racist against a certain culture and how do we stop that kind of thing or teach good practices.

Everly acknowledged that antiracist and multicultural educations are two different types of education, multicultural education is about “everyone being different but the same let’s celebrate it” and “those engrained discourses of equality”. She believes both educations “promote a discussion of diversity and a discussion of cultural difference”. However, she further elaborates that:

I think it’s really the antiracist education that identifies the embedded issues in society and teaches students to combat them and work to create a more equal society. Rather than just this underlying assumption that I think is embedded into multicultural education that all cultures are created equally and we treat everybody of every culture equally because they are all awesome and we celebrate them. I think that would be wonderful if that’s what actually happened but it’s not.

What appears surprising in the literature discusses that teacher candidates are not receiving adequate training and education on antiracism (Miller et al., 1997; Kailin 1998). However contrary to the literature after discussing with both interviewees it appears that they were able to distinguish clear definitions to both educations. Both participants also identified the limiting nature of multicultural education when compared to antiracist education with regards to racism and racist structures which has been discussed by various scholars (Mujawamariya & Mahrouse, 2004; Kirova, 2008; Kailin, 1998; Doucet & Adair, 2013; Gillborn, 2006; Torres, 2010). This theme presented both participants understanding of both types of education, the
recognition of the similarities and differences that exist in these educations, and as the themes unfold it becomes clear how participants’ understandings were concluded.

4.2 Theme Two: Preservice Teacher Education Program

A focus on the participants’ preservice education program will help to explore what courses they took, course experiences, the overall structure of the program and courses, overview to the role of their course instructors, and the implications their peers had on their learning. This is considered to see if this connects to their preparedness, conceptualizations, and implementation of this education.

4.2.1 Courses. Savi discusses that she had taken antiracist education specifically through an elective course within the program called “Arts in Urban Schools”. She articulated that after reading the course description and reflecting on her own community where she resides, she felt that she “needed” to learn about antiracist education because it would be “really beneficial” to helping her educate her students. The course was specific to the arts and she discusses the antiracist education was learning how to build classroom community and extend this into the students world around them through showcasing different cultures. One activity in the course was that they attended a community centre where they were able to meet various cultures and gain knowledge into the cultural groups through song, dance, and art forms such as using painting to bring youth together. She said both multicultural and antiracist education terms were used interchangeably within the course and that the course took a specific Aboriginal focus. She further elaborates she was able to receive further antiracist and multicultural education in other courses that imbedded it into their course structure, these courses focused solely on Aboriginal culture. She highlighted this by adding:
It was still a strong part of my social school and society courses and my English courses, as well as my science courses. So my whole entire program or cohort I would say was more an Aboriginal focus towards antiracism and multiculturalism education.

The courses that Savi took she says it showed her various books that she could introduce within her classroom that focused on Aboriginal cultural. She also explained that in the science course and English course she learnt about integrating Aboriginal culture with looking at myths and legends and in science experiments they focused on Aboriginal astrology. With retrospect to antiracist education from her courses she emphasized that they were never given a formal definition of antiracist education. She elaborates:

The definition was basically left up to us to decide like "how would you define it". So I think that as we went a long our perceptions of antiracism and antiracist education changed over time because we didn't even know what it meant or what a clear definition was. So even up to this day I have never seen an actual definition that was used for the course it was brought upon us. “Oh what do you think it is?”, so we would brainstorm. So how it worked so the very first course day of the urban schools elective we were told "what's your insight on antiracism and equity within the classroom?" So we would just go up to the blackboard and write something with the chalk, anything you thought it would be, any one of your thoughts and then we went from there. So we didn't really have any understanding a true definition was.

She also discusses that they were never introduced or brainstormed a formal definition for multicultural education. She discusses course content continued to focus on Aboriginal culture with a novel study told in an Aboriginal perspective. Additionally, she learnt about antiracism, multiculturalism, and equity by exploring it in the media specifically through YouTube videos,
It appears that from Savi’s courses, time was spent on how to integrate the Aboriginal culture within various subjects and coursework. She also further elaborates that terms multicultural education and antiracist education were used interchangeably. It appears that she spends time discussing antiracist education in courses with trying to come up with a formal definition through class discussions. This does not highlight that her courses specifically focused on racist structures or other racial backgrounds. She further talks about a lot of things she earlier defined as multicultural education with retrospect to celebrating diversity and showcasing cultures through their music, books, dance, and art but not necessarily of the racism Aboriginal populations might encounter, which would align with her definition of antiracist education. As a researcher this makes me wonder if her courses contributed to her overall definition and understanding of antiracist education? Kailin (1998) highlights that multicultural education during preservice education programs, instruct teacher candidates towards a blanket approach to foster tolerance and respect for cultural diversity. The education they receive is about focusing on providing an overview to culture and teacher candidates are not exposed to the constructions of race, varying racial backgrounds, and the controversies and barriers that exist with regards to race (Kailin, 1998). Based on the insights from Savi and what scholars (Kailin, 1998; Kirova, 2008; Mujawamariya & Mahrouse, 2004; James, 1995) have defined as multicultural education versus antiracist education it appears the courses Savi enrolled in focused on multicultural education.
Everly discusses that she had a course specific to antiracist education and it was called “Anti-Discriminatory Education” and in addition to this she received equity education from her “Introduction to Special Education and Mental Health” course. Everly enthusiastically relayed that she “loved anti-discrim and I thought it was really well done.” She discusses a lot of the success she experienced in this course was attributed to the professor, small and large group discussions, and course readings. She discussed the course focused on student led discussions and presentations and the professor would provide insight on areas that were particularly important to the teaching practice. She also said each week was based on a specific topic related to anti-discrimination such as “gender identity, First Nations issues in education, and cultural responsive pedagogies”. She also described the course as focusing on strategies to bring in within the classroom. “We talked about having strategies like bringing in multicultural books and bringing in guest speakers and those kinds of things.” She said what she still was unsure of after the course was because of being visibly White with retrospect to Indigenous culture she felt that she did not further want to culturally appropriate her students. She was not sure how her students would feel about her presenting materials that directly reflected their people.

How do I then say now I am going to bring your culture in and how does that make it okay coming from me. Like how is, that not an act of appropriation or further act of colonization. Like how can I decolonize my educational strategies so that it is okay that I am talking about it?

The points that are communicated by Everly highlight what several authors (Gillborn, 2006; Kailin, 1998; Mujawamariya & Mahrouse, 2004; James, 1995) from the literature findings discuss the importance of using antiracist education as part of the teacher preservice education program. Kailin (1998), James (1995), and Torres (2010) argue this education allows for teacher
candidates to gain insight on the historical and societal structures of racism that emphasize oppression and marginalization. Particularly, James (1995) antiracist education promotes learning, development, and educational outcomes for students because it allows for students to make sense of their conceptualizations and experiences of race, class, and gender inequalities.

Everly from the course content appears to have been able to meet with successes outlined by researchers based on the strategies and discussion that were addressed in the course. Although she does raise some uncertainty around further “colonizing” Indigenous people this aligns with what Torres (2010) indicates as strength of antiracist education. Torres (2010) focuses on antiracist education within the classroom with Indigenous culture from a Canadian context. She emphasizes that teachers are better able to understand how oppressive structures exist within education today when they consider the historical contexts of colonialism; this is what seems to be aligning to the questioning Everly considered for herself and her role in delivering such content because of her race.

Everly discusses that she was never given a formal definition for antiracist education and rather she was given a definition for anti-discriminatory education. She discusses that antiracist education in part of anti-discriminatory education because in her course her professor focused on “multifaceted identities”. “You might be racialized but you might also have a non-conforming gender identity.” The course defined anti-discriminatory education as:

It’s about teaching students about the systemic barriers that are exists within society. It is about teaching students to be inclusive but also to be critical of their own actions and the actions of others and identify when they are being discriminatory. Not only to identify when there is a discriminatory act or practice but also ways to stand up and fight that.
Ways to say this isn’t right or this isn’t fair and give them the power and voice to speak up against what they see as unfair in the world.

The courses taken by each participant helps to identify what type of course materials was covered and insights gained, while highlighting which courses focused and in what ways on antiracist and equity education and multicultural education.

4.2.2 Course structure. Savi discusses her seminar courses was mandatory part of her preservice education and the Arts in Urban Schools course was the course she choose as an elective. She draws attention to the point that three courses offered similar content but there delivery was very different. The elective course was only one semester long and the seminar courses was two semesters. She also discusses that in the Arts in Urban Schools course there were a lot of interactive activities, small groups and guest speakers; whereas the other courses was lecture based with one professor standing at the front of the room addressing the class. Savi discusses how the course instructors choose to structure the two courses and course delivery, in the Arts in Urban Schools “…what we basically did was small centred groups and then we would always rotate so that we would be interacting with someone different, every single class.”

“Right, whereas the teacher education seminar courses wasn't as interactive. So the way we were taught was one professor to 60 students and we were just being talked to instead of interacting and physically engaging with the material.” Everly said her Anti-Discriminatory Education course was a mandatory course in her program. The course was student led with a focus on discussion, insights from her professor, and classroom strategies which is elaborated below:

I really liked it, I really felt like a grad student. We were leading the discussion, we were having a discussion, and it was essentially student directed. I felt like it was really well
done. Like he gave the responsibility to the five or six students and they killed it every time, it was incredible.

These insights from both participants are opposing to what is outlined in the literature. Mujawamariya and Mahrouse (2004), Lowenstein (2009), and Vavrus (2009) highlight that multicultural education courses are not a mandatory part of the teaching structure of education. Although this makes reference to multicultural education it still reflects the delay in preservice teacher education programs to adopt mandatory education to meeting the needs of culturally diverse students. Savi although took her Arts in Urban Schools course as an elective still received multicultural and antiracist education in her mandatory seminar course whereas Everly had a mandatory antiracist education course embedded into the program structure. The participants insights on the course structure highlights whether preservice teacher education programs are implementing this education and to what extent.

4.2.3 **Course instructors.** Participants were asked about the role their course instructors had on their understanding of antiracist and equity education to make connections to literature findings and if the course instructor had an overall influence on level of preparedness. Savi describes her professor from her "Arts in Urban Schools" course by stating:

So my course instructor was Hispanic. I think him identifying as a minority member influenced the course and his attitude I guess towards the course. So he showed a lot more passion towards the course. I think it was because he had prejudgments or more exposure and experience with racism, and probably because he shared a lot of his experiences. As well because he did have an accent and he did obviously did look different from everyone else. He was more involved I would say or invested in the course then perhaps the other two were.
She then compares this instructor to the two professors she had for her seminar courses from her program:

So my other instructor for my teacher education seminar was a Caucasian and the other one was Asian mixed with Caucasian. I think their understanding of it and the way they led the course was completely different from the one minority member his way of teaching and leading the course. So you can see that distinct passion and that difference between the three instructors.

When Savi discusses her professor from her Arts and Urban Schools course it appears to align with the concept of Shudak (2010) on “cultural matching”. This concept was only discussed by Shudak (2010) but this researcher’s premise was that students should be taught by a teacher that directly reflects the students through cultural commonalities such as race, ethnicity, life experiences, language, and cultural similarities. Shudak (2010) argues when this is implemented it leads to higher student achievement, as it reduces misunderstanding and miscommunication.

After considering Savi’s experience with a minority professor and she also identifying as a minority background it is not clear whether this concept could work if implemented in teacher preservice education programs. However, it does indicate that she did benefit from the teachings of her racial minority professor when compared to those from Caucasian background. Similarly, Mujawamariya and Mahrouse (2004) research findings from teacher candidates also indicated that there was “…skepticism regarding the faculty’s ability to prepare them on multicultural issues when the teacher candidates and the teaching staff in the program were predominantly white” (p. 344). Mujawamariya and Mahrouse (2004) review of the literature of various authors also reinforced the need for having more minority teachers in the field of education because the overall held assumptions is that “…minority teachers have heightened awareness of and
commitment to multicultural education and can therefore help sensitize their white colleagues, thereby enabling them to become better practitioners” (p. 345). In their literature this assumption has been argued that it depends on the individual opposed to being a minority because an individual who has exposure to racial injustices, inequity, racism, and marginalization can critically evaluate and develop their understandings around multicultural issues (Mujawamariya & Mahrouse, 2004). It is also important to note that Mujawamariya and Mahrouse (2004) research was specific to multicultural education but does bring attention to areas highlighted by interview candidates in this research study with regards to culture, race, and being a minority.

When Savi was specifically asked whether course instructors from like a racial minority versus those that were Caucasian had influenced her understanding of antiracist education and equity, she said:

Right, I think it does impact it a lot more because your authenticity you want to know something from the source rather than hearing a source...like a primary source rather than secondary source is what I am trying to say. I mean you wouldn't want to have Aboriginal account based on someone else's account, someone talking for someone else. I think a secondary source is someone who has never been racialized or not even a minority, and I know that is not accurate because someone who’s Caucasian could be racialized at the same time, but they can't. I think that once you are someone who has come into Canada has experienced a culture shock, has experienced the change and resentment towards everything, has experienced everything first hand as opposed to someone who is Canadian and Caucasian and born here, and their parents are Canadian. And that doesn't give you a variety of experiences you can't really talk about it and you can't really say this is my experience and this is what I have been through.
She emphasized for her that a primary source is a racial minority. She also goes on to highlight that opposed to just being a racial minority it is about immigrated from another country and coming to Canada as a racial minority. The experience of cultural shock and racism leads to your overall conceptualizations which you can speak to from your experiences.

Everly discusses her professor from her Anti-Discriminatory course really handed over the class to the students. He allowed for conversations to take place that was student directed and allowed for a lot of the learnings to take place from other students rather than him being at the forefront of learning:

So what I thought [the professor] did really well was really give room for student discussion. So we did seminar discussions. We had a group of five or six students leading the discussion and then the class was really given an opportunity to participate. He was really able to step back and let us work it out, while being there to support the discussion and direct the discussion towards important issues that he felt we should draw attention to for our teaching practice. But I think he did an excellent job at that and I think he also discussed a huge variety of issues.

Everly focuses her experiences on the professor from the Anti-Discriminatory course. She discusses her professor’s ability to fostering community and to create a safe environment:

These are like 30 students you have been with for about a year and a half, so people were comfortable; but they were getting up there and telling stories about being a gay student and going through school and they previously hadn’t been open about their gender identity or their sexual identity.

She further recognizes his continuance to a safe classroom environment by indicating:
Because we also have some very opinionated people in my class, so I’m exceedingly impressed by how well he managed conversations so that it maintained itself as a safe space. Because I think there were points when people could have felt less included. Her professor was able to do this in a manner without “squashing the conversation or shutting it down”.

After these reflections she notes that her professor would be taking notes during the hour or so class discussion and would then spend the remaining of the course “unpacking things” that were said. He would also bring up a few points on a PowerPoint to consider for teaching practice based on the topic of the week. In the following quote she emphasizes her professor’s role in the course:

We would do the seminar for let’s say an hour and if it was going half the time he kept it going. So there were some that went to break so like an hour and a half and then he would come back and share the notes he had taken during the seminar. So quite often he would stand up and say someone said this during the seminar I want to return to this and fully unpack that, or that’s a really important thing that we talked about but we really didn’t unpack that let’s unpack it, or I heard this and I want you to think about this. It was just very different from anything we had ever done. So he would pull up what people said and sometimes he would kind of leave it at think about this more or what about this thought. It was very much that guide to knowledge production rather than I am going to tell you how to do this. Because I think that’s the thing that happens with anti-discriminatory and antiracist, not so much the multicultural just the basic inclusion stuff. People have really strong opinions on it and for me there’s a certain aspect of like if you push too hard then they are more resistant. So I think there is something very valuable to
what [the professor] did with just a, think about this, form your own opinion about it, think about it, think about what you have heard. Because I felt like that gave people time to maul it over their head rather than just kicking in their instant resistant feedback like no that’s not what I believe or no that’s not what I am going to do in my classroom. I felt like he did that very well and that would often prompt responses from the class, so it was basically like a three hour long discussion.

She also noted that when they didn’t do seminar discussions they were to “write a one page reflection paper on ideas from the reading that we would submit anonymously”. That way once the entire class submitted it the work they were credited for it, the class had voted for this decision after the choice was given to them by their professor. “The class decided we can feel more comfortable saying what we feel about this if our names aren’t attached to it.” This experience and insight from Everly really underline what the literature discusses is missing from the preservice teacher education programs. Miller and her colleagues (1997) and Kailin (1998) discuss that teacher preservice education programs are not giving teacher candidates the necessary antiracist training and education. Kailin (1998) and Goldstein (2000) argue that teacher candidates are not given enough time to question their own ideologies around race and racism and reconstruct these ideologies and conceptualizations. They also highlight that when this education is taught to large class sizes and within the program, teacher candidates are not able to recognize their own prejudices because they become defensive (Kailin, 1998). However, based on the responses from Everly it appears her course instructor played an integral role to their conceptualizations around weekly topics and gave teacher candidates time to really think and reflect.
What is also interesting to note was that Everly discussed that her Anti-Discriminatory course instructor was Caucasian:

[My professor] did a really good job of stepping up at the beginning and saying I am a white man teaching this course let’s acknowledge that and let’s acknowledge that I essentially have always existed in a place of power because I was a white man. She discussed that this itself was not problematic because he did “such a good job” and it would have been problematic had he not address that aspect. She also recognized that if you wanted to learn about each racial group’s perspectives “you would almost need a new professor each and every time”. This is very different to Savi’s experience with her Caucasian professors versus her professor that was Hispanic.

Everly notes that her other professors separate from her Anti-Discriminatory Education course tried to address antiracist education but it was done “superficially” with more on an emphasis on inclusion. Rather she felt that the assumption was that this education would be addressed in the course specific to antiracist education:

There were some professors who I did feel put in an effort to talk about antiracist education and anti-discriminatory education kind of. I never felt that in other courses…inclusion was talked about in depth. Analyzing the framework and thinking critically about how we are teaching and the messages and discourses we are putting across I thought that was never fully analyzed. I guess it was kind of included but superficially, there was never the time to have a real discussion of what we are doing and how we are going to do that. I think partially because they knew we were going to get it in anti-discriminatory course.
This aspect is discussed by respondents from Mujawamariya and Mahrouse (2004) research study that indicated when teacher candidates take courses that explore multicultural issues not enough time is spent on covering these issues and that they were addressed superficially by course instructors. Although Everly anti-discriminatory course as mandatory this reinforces literature findings that this education are often specific to just one course opposed to being integrated into the teaching structure (Mujawamariya & Mahrouse, 2004; Lowenstein, 2009; Vavrus, 2009). Savi experiences focused on the racial identity of course instructors in helping her understanding of antiracist education and Everly focused directly on the role her professor played in the delivery of material and structure of the course that help her understandings. As a researcher this is a key development because it draws awareness around the idea being of a racial minority can be impactful on student’s learning however, this can also be done by a Caucasian person who spends time unpacking heavy content and making one consider their conceptualizations about race and equity. Both arguments have premise and hard to decide if one method is more effective than the other based on the differences of the experiences from both participants.

4.2.4 Insights from classmates. Participants’ experiences with their classmates during their preservice teacher education program were considered based on literature findings and how this influenced the participants’ understandings on antiracist and equity education. Savi was asked to consider whether their classmates in courses in their preservice teacher education program aided in her understanding of antiracist and equity education:

Yeah for me I found a lot of the Caucasian friends I don't want to say didn't take the course seriously or as seriously as I did but when it came to reflecting they had a harder time reflecting on the racial aspect and racism as a whole. For them it was more difficult
for them to explain their background and their culture. So I saw them struggle through that. For me I had a whole bunch of experiences and a whole lot to say about my culture and about my background. Whereas when I look over to my friends they are kind of stuck in a position where they didn't know how they can explain their experiences with antiracist and equity education, and how can they justify their background and culture.

She also highlighted that responses varied whether they came from a classmate of racial minority or a classmate that was Caucasian:

Yes, so I think a lot of the racial minorities within the program or in that class kind of took away more I want to say from the course. Whereas the Caucasians within the course, I think they really struggled with how to grasp the concepts and how they would teach this within their classroom, because a lot of them did have difficulty when it came to the assignments.

Everly perspective relied on the class discussions and insights from her racial minority peers as their experiences on racism and racialization was brought into every class. She also strengthened her understandings as her classmates were able to share their experiences, feelings, and barriers on weekly topics and this also align to what literature findings have indicated:

I felt that course was really great for that and I felt that it was really great for allowing for student discussion because I am obviously white. Not only am I white I was a good student, I come from middle socio-economic status I breezed through school. So just being able to hear the multiple perspectives of my classmates it gives me an understanding of how other people experienced school was really powerful to me because school was made for me.
The research study conducted by Mujawamariya and Mahrouse (2004) majority of respondents were Caucasian women less than 30 years of age that specified that racial minority teachers are needed to help improve the workforce and educational system. These respondents also underlined that racial minority educators teaching practice reflects multicultural education, through their practice their teacher colleagues become aware of these practices and helps them to become better educators (Mujawamariya & Mahrouse, 2004). This section appears differing to what was discussed around course instructors. Everly highlighted that the racial background of her course instructor did not have an impact on her learning. However, she clearly benefitted from the insights of her racial minority peers. What is interesting to note is that both participants were able to reflect on their peers in two different viewpoints. In Savi’s case she is the racial minority teacher who was able to share her insights of race and comments on barriers her classmates of Caucasian race experienced. Everly who is a Caucasian teacher really benefited from the perspectives of her racial minority peers which also align with the research findings. As a researcher this brings attention as to my role as a racial minority and how this could impact my understandings and those in my preservice teacher education program. In my program this far a year and a half, we have not had many experiences with antiracist education from courses and course instructors however, in my personal and professional experiences have encountered barriers in the education system for racial minorities. Insights from both Caucasian and racial minority peers both participants have relayed their importance and something to consider as educators.
4.3 Theme Three: Novice Teacher Preparedness

The participants’ preparedness was evaluated based on their own understanding of how they know when they are prepared and also by the role their preservice teacher education program played in developing their preparedness.

4.3.1 Self-preparedness. Savi evaluates her preparedness when she could learn from her first hand experiences through “trial and error”. She specifically relates this to lesson planning and teaching within her practicum. She highlights that after her lesson delivery the feelings she experienced afterwards allowed her to know if she was prepared:

Right so I think through teacher’s college you have the opportunity to experiment and do different lesson plans with a bunch of students that you don't really know. This is not your homeroom this is not your class but you can sort of feel out or sense the way things will go. And once you've delivered that lesson you can take a step back and be that reflective practitioner we are all taught to be and to see did this go the way that I wanted it to go, was my overall big idea met, did students understand what I was trying to say, was there lost translation somewhere, or was this antiracism equity concept grasps by all students.

Everly talks about her preparedness through being “over planned”. She also specifically relates it to lesson planning and having more planned material for her students so that if something is not as receptive to the students or confusing there is another activity. “My feeling so when I am able to teach it is when I have researched it enough that if you asked me a question I can roughly answer some questions.” She likes to have the “background knowledge”. She expresses that writing and creating a formal lesson plan is helpful and to preparing her in gaining background knowledge. This question was asked for participants to evaluate in general what
makes them feel prepared to help understand how and the likelihood that antiracist and equity education will be integrated into the classroom.

4.3.2 Preservice teacher education program. Savi she was able to further identify antiracist and equity education within her own classroom because of all the resources and examples of activities she was given from her program. She also identified this as aiding in her overall preparedness. When Savi was asked to evaluate her overall preparedness from her preservice teacher program for implementing antiracist education and equity in the classroom she indicated that she was a ten most prepared. The scale was one being the lowest level of preparedness and ten being the highest level. She discusses that this level of preparedness could have been attributed to her four year degree in sociology:

I think because it was one course, it could be considered an introductory course. Also, in addition to this my B. Ed. program that I took this year my undergrad was based on sociology. A lot of it was on you know interactions and multiculturalism and racism and racism in the media. So I do not know if it was because I was prepared for doing this four years in my undergrad or if this was just preparation for my B. Ed. because it's hard to tell for me. I think in our interview I have had a lot of experiences with racism and that's basically my major. I would say I was ten very prepared but I do not know if that is influence because this is my undergrad as well.

Instead she was asked to evaluate the courses she took to her level of preparedness:

So that seminar I would rank that as like a two but the Arts and Urban Schools was completely different to me. Yea, some of the material I had read was things I had read already previously in my undergrad, so it was kind of a refresher to me. But it definitely I would say was a ten because I learned more activities and application. During my
undergrad I learned more theory but in our B. Ed. is obviously more application so that would be a ten for me.

Although Savi originally discussed her self-preparedness around “trial and error” in lesson planning and self-reflection; it appears that her preparedness for implementation in the classroom was directly related to application knowledge and resources she gained. Those are important parts of preparing and delivering lesson plans:

Everly reflects on her master’s research paper (MTRP) that she conducted during her program in aiding to her understanding and preparedness to teach this material.

Just doing my MTRP as well and talking to the people that I interviewed. I talked to Caucasian teachers who were teaching to largely Caucasian classes and were really putting in the effort to bring in First Nations culture and First Nations perspective. So for me that was a huge take away being able to see I am going to be in your role in roughly a similar identity position. Like how have you been doing it for years and nobody has come and yelled at you about it.

She also reflects back on the teachings of both her research supervisor for her MTRP and her professor from the Anti-Discriminatory course. She discussed how they gave her the materials and then gave her ways that she would implement these in the classroom:

[The professor] brought in this idea because you are nervous about making mistakes this does not mean that it’s okay for you not do it. It’s better to take an anti-discriminatory approach, position yourself, acknowledge your identity to your students and be able to say I made a mistake or let’s talk about that. Rather than just be like I don’t understand what’s happening or I’m not going to do this. I think for me that was a big step because I was feeling like I don’t know how to do this, I have no perspective on how to do this, I
don’t want to offend students, I don’t want to offend parents, and my feeling was, coming out of my mouth it is potentially offensive because I am appropriating other people’s knowledge of appropriating culture. So for me that kind of hearing people say you have to try it and if you mess up its okay, but it’s better that you get some of that information out than absolutely none of that information out. That was a big thing for me.

She continues this conversation by saying, “I felt like the two professors gave me a good idea of how I can play this out in the classroom with the use of “culturally relevant and responsive pedagogies.” She discusses the idea of “over-planning” with lesson planning in feeling self-prepared. Her reflections now highlight that these are used in her considerations of implementing this education with her students. She provides insight on culturally relevant and responsive pedagogies by analyzing her own understanding stating that:

I think that we can get stuck when we talk about culturally relevant and responsive pedagogies. Because that really narrows you down to you are reflecting the culture of the students. But I think that anti-discriminatory education we have to remember we are not only teaching to racialized students. It is important that students like me are hearing these things and because they are in a position to perpetuate racial attitudes as well. It’s not only reflecting the culture and including students who are racialized and students who are differently abled. It’s also really making sure that everybody has an understanding of what racism is and what systemic barriers exists in society and what they can do to fight it. It’s not the Indigenous people fight to get good education; it’s our responsibility to treaty people to work with Indigenous people, guided obviously by Indigenous people and not our authority on them. We have a problem with that already but those are issues I
believe have to come out and we have to make sure we are teaching to everybody not a small group of people.

She also talks about how the program taught her to “draw out as a teachable moment” from what’s happening in the classroom. She says she now considers and reflects on things such as the environment in the classroom, the books that students are reading, and her language used in the classroom and with students. She felt that the course helped her recognize the big systemic problems in the world by really move her attention to “how these are playing out in the classroom and what I am doing to perpetuate them playing out in the classroom versus what I am doing to stop them from playing out in the classroom”. Having the participants evaluate their preservice teacher education program in relation to their own preparedness speaks to what the literature discusses with regards to antiracist and equity education. I think what Everly voices is captured by James (1995) that when students have a foundation to recognize and grapple with oppressive structures they can work towards eliminating them. Which it appears that with the questions she has and her reflections it is motivating her preparedness in this area of antiracist and equity education through gaining that “background information”.

With Savi her level is preparedness is highly ranked and this appears contrary to the literature findings. Miller et al. (1997) and Bell (2002) need to teach culturally relevant instructional strategies to candidates to meet their racially diverse student populations but Miller et al. (1997) and Kailin (1998) highlight teacher candidates are not receiving the necessary training. I think that Everly in her reflection of culturally relevant and responsive pedagogies showcases that it needs to move past this as it can be limiting which is contrary to Miller et al. (1997) and Bell (2002). The points she argues about anti-discriminatory education and student populations that are not of racial minority groups need to be considered as well.
Everly evaluated her preparedness to implement antiracist and equity education based on her preservice education as a seven:

I felt like we did get some strategies and I felt like we did do some reading specifically surrounding antiracist education. I feel like there are specifics that I am missing in implementing that in any way that doesn’t deal with First Nations people.

She further explains that it was about evaluating anti-discriminatory education she would rank her preparedness higher. Evaluating the participants’ preparedness highlights a foundation that is explored in the theme discussed below as to how their preparedness can reflect implementation within the classroom.

### 4.4 Theme Four: Resources/Implementation into the Classroom

Based on the participants preservice education a discussion was promoted on additional resources they received and direct implementation of antiracist and equity education within their practice teaching placements and future practice. Savi discusses that she felt that materials and resources that she was given and introduced to during her B. Ed. was helpful and effective. She discusses attending the community centre provides her opportunity for her to take her future students a free place to visit and for them to participate in their arts showcase. She articulated that this opportunity can help to build communicate and have students become aware of communities that experience low socio-economic statuses. She said having a resource of a free community centre and art showcase will allow her classrooms to experience trips where budgets may be limited. The researcher also asked her if the textbooks and scholarly articles and if they could be applicable to being implemented into her classroom of her primary/junior specialization:
Well for the elementary level I don't think I could ever take back those textbooks and say okay here guys we are going to read this section, so in that aspect no. But for myself as a teacher yes because I can always go back to it and read it. I can take out maybe a quote or two that my students might relate to and find interesting and we could discuss that further. I could always introduce my student to the author and say well look we have an important scholar here, we want to learn more about it and leave it open to my students.

Savi goes on to discuss that one of the assignments from her preservice education given to her was a task where she had to implement a lesson plan that promoted equity:

I just wanted to add to if it wasn't for this course I don't think I would have planned a lesson that was geared around equity or multiculturalism or antiracism. It was just something that slipped my mind and I didn't think about it. In the event my classroom was showing signs of racism or there were gender equality problems I would have created a lesson plan then and only then. The fact that I took this course and it was a mandatory part of the course is the reason what pushed me to do this lesson plan. So my activity was reading an Aboriginal story called "The Legend of the Lady Slipper", which is about a female character who becomes a hero in her village. She was told that because she was a girl she could not go to the nearby village to get medicine for her village. And because she is a young girl the chances of her surviving that trip would be slim to none.

Okay so this activity, I guess was more equity and so that the antiracist part was more about the Aboriginal story. So I did not mention before I started reading this Aboriginal story we discussed who the Aboriginal people were. It was surprisingly enough that a lot of the kindergarten students so the SK's knew about Aboriginals, where they came from...how this whole thing came to be. And for me I didn't know that you could teach
younger student’s antiracist qualities and about antiracism especially something as deep as Aboriginal peoples. So it was really shocking to see how much students really did know.

Savi’s surprise to teaching antiracist education to younger students and how receptive and knowledgeable they were, this is identified by the work of Doucet and Adair (2013) who focus on antiracist education from a young childhood perspective. The misconception around young children and race is that they do not understand race, racism, or equity (Doucet and Adair, 2013). However, children are well aware of this through their social interactions with other (Doucet and Adair, 2013). When educators avoid talking about antiracist education their students are not able to make sense of their social interactions and when they experience racism and help this does not help them conceptualize their social realities (Doucet and Adair, 2013).

Savi discusses that her preservice education made her mindful of the resources and what she chose to implement and how within her practicums:

Right so myself liking a lot of the arts I was more mindful of the things that I would introduce to my classroom. So whenever I would read a story book or a read aloud I would incorporate Aboriginal stories, or I would incorporate Caribbean stories, or Caucasian stories, or any stories that would kind of adhere to the classroom or to the people in my classroom as well. In addition to that whenever we would do daily physical activity I would put songs on from different cultures. So this would also incorporate students who were shy and did not want to dance. This was music from their culture and their background. So it encouraged more students to dance and participate.
She also highlighted that she never experienced any barriers to implementing any of the resources and strategies that she received and learned on antiracist and equity education from her preservice education program.

Everly discusses in her Anti-Discriminatory and Introduction to Special Education and Mental health courses she was able to receive a good balance of theory and strategies to implement within the classroom. She said both her professors were thorough in helping with the implementation of anti-discriminatory education and inclusion within the classroom:

They both struck that really nice balance like here’s how we are going to teach inclusive education and here’s how we are going to teach anti-discriminatory education, here’s the theory behind it, and here’s how you are going to do it within your classroom.

She discusses that none of the resources and materials she received she directly implemented during her practicum as they were applicable. “There were none that suited what I was doing in practicum, so I didn’t use any of them. But I know where the resources are and I’ve got a list.”

She also said connecting with peers on social media they would exchange and share resources such as book titles that could be implemented into her classroom:

I would say that I have less of a feeling that I have resources specifically to address antiracist stuff. I would say [the professor from the special education course] gave us really strong resources for inclusion of students with exceptionalities and I can think off the top of my head of gender and sexual identity resources, books, and guides. On the top of my head the only thing I can think of for the antiracist is the articles. See I have this overall concept of what culturally responsive relevant pedagogy is but not the specifics to actually implement it depending on what my students cultural background is.
She talks about an Ontario Ministry document that has published on inclusion and discusses antiracism and that she could go back to her Anti-Discriminatory class and get the resources used for the group presentation on antiracist education. “That is actually the one I feel less comfortable with.”

When Everly was asked if she was able to implement antiracist and equity education in her practicum she stated:

I really don’t feel like I had the opportunity to. Part of what I feel happened is that I had [my anti-discriminatory professor] in the last term. So the only time that I could have used anything from that course was in my last placement. I did try on my own to do stuff in my other placements surrounding Indigenous people. I had a grade four class and I had to teach music. I was also teaching the social studies Canadian resource strand. So what I did in music was I tied it to art and we talked about different music that existed in Canada. So I played them a whole bunch of different music that was by Canadians but of all different cultural backgrounds. So we had a Canadian reggae group, the kids would listen to the music and have to guess where it was from. They all thought it was not from Canada, so then we talked about how it’s all from Canada. But I felt because I didn’t have the background and that was just my first effort. I felt like I brought it in but it wasn’t the discussion I would have now about it. The same thing happened when we did Indigenous reactions to resource extraction. So the idea that some people get money from resources, some people own the land but why these people don’t. I actually feel like that went okay but we started that at the end of practicum. So I also felt like I ran out of time. Just when I was leaving one girl was like she had handed in something and was like I drew Native people like this because they are all poor. I could have unloaded that with
her at that time but I felt that in general if this is what’s coming out of this for one student then maybe we should address it more widely with the class. I just felt at that point my second placement and it was kind of more general discussion that happened in class but we hadn’t had the tools and in depth discussion that we had with [my anti-discriminatory professor]. Looking back at it I was like whoa, like I could have done that way differently.

She goes on to explain that in her last placement her supervisory teacher picked what she taught and she has less flexibility within the classroom. In her third placement because of the highly specialized setting working with special needs students it did not allow for this integration. She said although she attempted in the second placement after looking back at it “she wasn’t even close” advising she would have done things differently. This is highlighted in the research by Mujawamariya and Mahrouse (2004) that explain learning about multicultural education can help to make teachers address some of the racial issues but not equip teachers on how to teach this to their students. Although Everly has expressed that she has a better understanding of antiracist education now she did not receive this education until the end of her program. Her attempts were prior to the knowledge she acquired and has reflected on doing things differently. Participants discussing that resources can aid in the implementation of antiracist and equity education however when they shared their practice teaching experiences it appears there is a disconnection. Savi and B did not reflect complete integration of the education because of the structure of the classroom environment. It is unclear how they would choose to integrate this education however their overall feelings of preparedness still remains confident. These insights reinforce the idea that resources aid in implementation and stem directly from their preservice teacher education program but not how it would be implemented.
4.5 Theme Five: Limitations in the Preservice Teacher Education Program

Throughout the discussions with participants they expressed some overall limitations they experienced with antiracist and equity education in the preservice teacher education program.

Savi identifies that:

One of the things that disturbed me I would say was the lack of diversity itself in the antiracist and multicultural education that was being taught to me within the classroom. So identifying as Caribbean, identifying as a minority member in Canada, but yet identifying as Canadian I found that yes we did learn a lot about antiracism; we did learn a lot about multiculturalism, which is all great, but the type ethnicities and races that we learned about was lacking in the sense that it in itself needed diversity. So what I learnt about was a lot of Caucasian, a lot of black, a lot of Aboriginal, but that's just three-quarters of the pie. There weren't incorporating a lot of Asian, different ethnicities and I know that say is something that's so minimal because there are so many different races and so many different cultures in Canada. Or not even just in Canada but in general but the fact that it wasn't mentioned or touched upon to briefly state a few that also go through these different types of oppression I guess or subjected to racism was something that I felt was a little bit more lacking.

Everly highlighted the limitations she experienced directly reflected her interests to decolonization and appropriation:

I felt like the one thing that we never got to discuss anywhere and this is a more personal thing for me because I am coming out of an anthropology background. So I think it might have been a little too intense to be talked and not necessary to go out and be teachers. I felt like we never addressed things like appropriation or histories of colonization and the
perspective and framework that we are teaching history and the perspective and framework that we talk about being Canadian.

She goes on to say:

We talked about having strategies like bringing in multicultural books and bringing in guest speakers and those kind of things but that’s not what I felt was a barrier for me. For me because I’m white I just felt like especially around indigenous education because that’s what I was studying. I just felt like how as somebody or whose people have been players in this history of colonization and this understanding that a lot of students are coming into an education system that was designed to take away their culture and impact them negatively.

She also did highlight most of the teacher program focused on Aboriginal culture and she has fewer resources to teach other racial minority students.

Several authors in the literature have identified that preservice teacher education programs need to adopt antiracist and equity education and that it needs to be prioritized in order to meet the needs of racially diverse students (Gillborn, 2006; James, 1995; Agyepong, 2010; Doucet, & Adair, 2013; Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998). Not only has there been a consistent growth in the amount of racially diverse students within classrooms today (Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998), the teacher population remains middle class women from a Caucasian background (Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998; Bell, 2002). Both participants’ points highlighted that there are areas where more comprehensive education needs to be considered. This is also important considering both participants identify with only one racial background and if preservice teacher education programs are only providing
resources and information for a couple of racial groups that appears that is not reflective of the many racial groups within Canada. Within the researcher’s experience from my preservice teacher education program more than half of the students within my class of 24 are of visible Caucasian race. The results from teacher candidates in Mujawamariya and Mahrouse (2004) study also reinforced the need for this education, majority of them were dissatisfied with the delivery within the program, and that the education was usually specified to just one course. Torres (2010) does provide insight specific to Indigenous students from a Canadian perspective highlighting that antiracist education explores controversies of colonialism; however this needs to be used to see how race is socially constructed in order to understand the lived realities of Indigenous students through a historical perspective. As a researcher furthering my personal education through this research project in my time of a year and a half I have not yet received antiracist education. I have received information on multicultural education and similar to the research participants I have one mandatory course that is not offered until my last semester of the program. Moving forward this is something preservice teacher education programs may consider as to whether it maybe more beneficial to have an integrated approach over the two years of preservice teacher education programs within Ontario and discuss more racial groups or provide this education earlier to teacher candidates in the program.

4.6 Chapter Overview

The participants insights on their preparedness to teach antiracist and equity education was highlighted in the five themes that emerged. The review of participants’ understandings of antiracist education was vital on how they conceptualized this education and as the themes emerged it was followed up with how much was attributed to their preservice teacher education program. The participants’ reflections of their courses, course structure, instructors, and peers
provided an overview of the overall preservice teaching program and help to identify if this education is provided and to what extent. Both participants’ courses were different as Savi focused on more of a multicultural educational approach and Everly on an anti-discriminatory approach. Both course contents from their responses focused on Aboriginal culture. Savi’s course was an elective and Everly’s was a mandatory part of the program, which from their experiences still the content was still very segregated to one course on obtaining this education which was reflective in the literature findings. When both participants evaluate their course instructors it was differing as racial background was important to Savi. When Everly was asked about her course instructor’s background he said he was highly effective in delivering content and helping them discuss and unpack topics and that it did not matter that he was Caucasian. That was contradictory to literature findings on the need for more minority instructors. Participants communicated the benefits of sharing and hearing classmates’ insights to their own understanding of antiracist education. However, Everly highlighted having a course instructor that was Caucasian did not matter but highly benefitted from the perspectives of her racial minority peers. Both participants ranked there level of preparedness to implement antiracist and equity education higher than what is discussed in literature findings. They specifically conclude the importance lies in the information and resources they gained which leads to direct implementation within the classroom. The problem that both participants encountered with implementation is that their practice teaching classroom did not either show signs of needing the education or the environment did not allow for this integration.

The research project started with trying to identify how prepared were novice teachers to implement antiracist and equity education within the classroom. From the experiences of both participants they highlighted areas that needed to be considered when identifying preparedness
and comprehension of antiracist education. The insights they shared on the overall teaching program aided in their understanding of antiracist, multicultural, equity, and anti-discriminatory education. It appears from their responses they were able to share a lot with regards to what the literature and they have identified as multicultural education and Everly to anti-discriminatory education. However, in the area of antiracist education it still shows area where they and their peers could have benefitted within the preservice teacher education program. They also were able to provide some insights to lesson plans that reflected culture but not necessarily the racist structures and racism as described with antiracist education.

Chapter five provides an overview of key findings and their significance. It also highlights the implications of this research on the researcher and on the educational community.
Chapter Five

Implications

5.0 Introduction

The final chapter of the present study reflects on the research findings, discusses conclusions that arose, and their overall contribution to the field of education. Thus far, chapter one identified the purpose of pursuing a research project into exploring novice teachers’ preparedness to teach antiracist and equity education, identified the key research questions, and discussed the background of the researcher. Chapter two provided a comprehensive review of the literature and previous research studies conducted in this area. Chapter two identified the need to move towards educating teacher candidates on antiracist and equity education and that this education is needed in order for teacher candidates to question their biases and conceptualizations with race and racism. Chapter three explained the research methodology approaches in this study and highlighted methods, procedures, and background information on the research participants for the semi-structured interviews. Chapter four was a discussion of the five themes that emerged with relation to the literature findings. Chapter five focused on an overview of the key findings, highlighted implications of these research findings to the field of education and to the researcher, outlined recommendations for the educational community, discussed areas for future research, and concluded with a final summary.

5.1 Overview of Key Findings and Their Significance

The present study identified five themes that were used to understanding novice teachers’ preparedness to teach antiracist and equity education. The five themes were: comprehension of antiracist and multicultural education, the preservice teacher education program, novice teacher preparedness, resources and implementation into the classroom, and limitations in the preservice
teacher education program. The first theme of participants’ comprehension of antiracist and multicultural education research findings highlighted that the preservice education on antiracist and equity education are differently received for a racial minority novice teacher and a Caucasian novice teacher. Savi highlighted that during her “Arts in Urban Schools” course she understood racial challenges and had a lot of takeaways from the course when compared to her Caucasian classmates. She expressed that her racial minority peers were able to self-reflect on their life experiences and contribute to course discussions and assignments, while highlighting that her Caucasian classmates struggled in being able to make connections.

Mujawamariya and Mahrouse (2004) argue that currently the way teacher candidates teach and practice multicultural education reinforces white hegemony and beliefs they have about other cultures. Correspondingly, Goldstein (2000) and Bell (2002) explicates when teachers are not able to question their privileges associated with being Caucasian they are not able to recognize the institutional racism and challenge these racist structures. Likewise, they are not able to see the advantages Caucasian students experience and the discrimination racial minority students experience with these structures (Goldstein, 2000). Although, Savi benefitted from this education her perceptions of her Caucasian classmates indicated that there were some struggles within the course and based on the literature it is not clear whether her Caucasian classmates were able to question their privilege and recognize racism.

Savi continued to elaborate the role of her course instructor during her interview. Savi felt that her course instructor was passionate and offered first hand experiences which was impactful on her own learning and receptiveness of course material. She further explained that her knowledge of racist issues is attributed to her lived and past educational experiences. She
expressed that the added perceptions of her awareness and preparedness was due to the resources and practical field trip outings she gained during her preservice teacher education program.

Everly discussed that she learned from the multiple perspectives of her racial minority peers. She expressed that she was not inhibited by having a Caucasian course instructor who delivered antiracist and equity education content and he was able to facilitate discussion well, which she benefitted from both approaches. Everly explicated feeling less prepared to teach antiracist and education because of lack of resources and an uncertainty of how to avoid appropriation of racial minority students’ cultures within the classroom. Some scholars have discussed that even when multicultural, antiracist, and/or equity education are offered teachers are not provided with the knowledge and preparedness on how to integrate this education within their teaching practice (Doucet, & Adair, 2013; Kailin, 1998; Mujawamariya & Mahrouse, 2004; Miller et al., 1997). This is because teacher candidates are not given enough time to question their conceptualizations of race and racism (Mujawamariya & Mahrouse, 2004). The literature identified teacher candidates not having sufficient time which leads problems with integration of this education; however Everly expressed feeling less prepared because of having minimal education about resources and appropriation.

The theme of resources and implementation into the classroom both participants highlighted that resources aided to their own levels of preparedness for classroom implementation. The research however shows that with regards to classroom implementation of this education that preservice teachers have expressed they were not comfortable working with culturally diverse students (Miller et al., 1997). Kailin (1998), Kirova (2008), and Aveling (2007) explained teachers and students become abrasive and they often avoid discussing antiracist topics because of fear of meeting with defensiveness and confrontation. Thompson
(1997) argues that society views the term antiracism with apprehension because it appears to be seen as extreme, provocative, aggressive, and negative. Resources and literature findings on discussing race in the classroom are reasons that explained delays in teacher preparedness to implement antiracist and equity education within the classroom.

5.2 Implications

Two implications that unfolded as a result of the research study were: antiracist and equity education courses help with teacher preparedness and classroom implementation and it is important to recognize the difference between multicultural and antiracist education.

5.2.1 Broad. First, when teacher candidates are given courses that provide antiracist and equity education it helps contribute to their level of preparedness to implement this education within their classrooms. Several scholars have emphasized that antiracist and equity education needs to be prioritized among teacher preservice education programs in order to meet the needs of racially diverse students (Agyepong, 2010; Doucet, & Adair, 2013; Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998). The misconception often held by educators for young students is that they do not understand race, racism, or equity (Doucet & Adair, 2013). When teachers avoid this education they are not helping their students make sense of the social realities they face; children are able to make conclusions and inferences about race whether it is taught or not because they are exposed to it in their daily lives through reading, teacher affirmations, and media (Doucet & Adair, 2013). These literature insights are applicable to the experiences of Savi and Everly, as both novice teachers are qualified in the primary/junior division. Both of them agreed that by taking the course it provided them with antiracist and equity education that led to their increased awareness around racist issues, biases, and how this takes place within the classroom. Savi particularly benefitted from the first hand experiences she
gained from her course instructor, thorough class discussions, implementing a lesson plan on antiracist and equity education as part of a course requirement, and the resources. Everly benefitted from weekly whole class discussions and seminar presentations, the facilitation of her course instructor, and the responses of her racial minority peers. The course aided to the participants overall preparedness and willingness to integrate this education within their classrooms.

5.2.2 Narrow. Second, it is important to recognize the difference between antiracist education and multicultural education to avoid celebrating diversities and valuing similarities. In my experiences in four one-month practice teaching placements I have witnessed how schools will have boards outside their classrooms that displayed cultural pictures, foods, and clothing. During school wide assemblies various cultures have been showcased in songs, dance, and poetry. I can’t speak to initiatives taking place within these classrooms on whether or not there were larger conversations around race, privilege, history, oppression, barriers, and recognizing differences; in the classrooms where I was present these conversations never unfolded. This reinforces the goal of multicultural education around celebrating diversity.

In my experiences, pursuits to self-educate around antiracist and equity education, and from the responses from Savi and Everly, it is more apparent to me how multicultural education is limiting. Learning about antiracist and equity education has made me more aware of my biases and influenced my teaching philosophy. Several scholars argue if we focus on celebrating diversity as is the goal of multicultural education (Mujawamariya & Mahrouse, 2004; Kirova, 2008; James, 1995; Doucet & Adair, 2013; Kailin, 1998), how are we informing our students of the barriers that are embedded within society? How are we informing our practice to make information relatable to the students in a way they themselves can evaluate what’s fair, privilege,
barriers, and oppression that exists among races and why these exists. In valuing multicultural education in schools today and in preservice teacher education programs we are not informing ourselves and students of the racial injustices that exist in the world around them; as well as validating their everyday lived realities (Torres, 2010). We also are not equipping students with knowledge, resources, and skills to help them move towards equity, challenging systemic structures, and eliminating oppression and marginalization. After this research study, a simply change in my everyday practice as a novice teacher is moving away from celebrating cultures and valuing the same. Rather I see my practice now as ways of integrating antiracist and equity education through cross curriculum initiatives, class discussions, student led research, classroom resources and materials, and fostering student driven initiatives. As highlighted in the literature (Gillborn, 2006; Torres, 2010; Kailin, 1998; James, 1995) and by the definitions formulated by Savi and Everly antiracist education allows for the questioning of race, racism, historical and systemic barriers, and oppression to unfold and this education is needed in order to meet the needs of racially diverse students.

5.3 Recommendations

There were two recommendations that emerged from the research study which included: firstly having antiracist and equity education as a mandatory course and secondly courses should focus on providing resources. First, antiracist and equity education should be offered as a mandatory course for teacher candidates during their preservice teacher education program. A number of scholars (Agyepong, 2010; Doucet, & Adair, 2013; Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998) have highlighted the need for preservice teacher education programs to adopt antiracist education and to move past traditional integration of multicultural education. With the adoption of the two-year teacher education programs across
Ontario allows time for teachers to become exposed to more courses in the education field. Mujawamariya and Mahrouse (2004) have discussed that having antiracist education offered as an elective course teacher candidates need to choose between this education and other courses such as technology or special education. The problem is that teacher candidates are not receiving this education in other courses as indicated by Everly and Savi it was specific to one course.

The second recommendation is that the course structure and content should focus on providing resources specific to antiracist and equity education. Savi discussed that she was prepared by the resources that she received from her professor. Savi explains that having resources introduced to her during her preservice teacher education program also made her mindful of the resources she implemented within her practice teaching placements. Whereas, Everly expressed that she had fewer resources that specially focused on antiracist education and rather just a few strategies and readings. Mujawamariya and Mahrouse (2004) explains learning about multicultural education can help teachers address some of the racial issues but not equip teachers on how to teach this to their students. The research continues to report a consistent growth in the amount of racially diverse students within classrooms today (Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998), and that the teacher population remains middle class Caucasian women (Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998; Bell, 2002). Although teachers might be receiving this education that does not mean that it will be implemented or how it will be implemented within the classroom. Both participants indicated that having resources leads to their preparedness to implement this education within the classroom. Supporting preservice education course structure with resources could lead to increased implementation of this education.
5.4 Areas for Further Research

The findings presented in this research study hoped to add to the existing gaps in the literature, offer some insight to teacher’s preservice education programs, and novice teachers’ preparedness to implement antiracist and equity education within the classroom. In this study research participants were not asked to evaluate their experiences with multicultural education and antiracist education. This is an area that could be further explored. Various authors have highlighted that multicultural education is outdated and instead antiracist education should be taught (Gillborn, 2006; James, 1995; Agyepong, 2010; Doucet, & Adair, 2013; Miller et al., 1997; Shudak, 2010; Kailin, 1998). However, multicultural education is still taught within preservice teacher education programs (Mujawamariya & Mahrouse, 2004; Miller et al., 1997; Santoro et al., 2001; Goldstein, 2000). Further comparison between these two educations could be evaluated on the effectiveness it has within the classroom and for racial minority students.

Another area of research that could be evaluated is how much antiracist and equity education is implemented within novice teachers’ classrooms. Although there has been greater awareness around antiracist and equity education and a consistent push in the literature is for it to be adopted in preservice teacher education programs (Gillborn, 2006; James, 1995; Agyepong, 2010; Doucet, & Adair, 2013; Miller et al., 1997; Shudak, 2010; Mujawamariya & Mahrouse, 2004; Kailin, 1998). Several scholars discuss that providing this education does not mean that that teachers are prepared to integrate this education in their teaching practice (Doucet, & Adair, 2013; Kailin, 1998; Mujawamariya & Mahrouse, 2004; Miller et al., 1997). The present study focused on evaluating preparedness and not on direct implementation in the classroom.
5.5 Chapter Summary

This research study investigated novice teachers’ preparedness to teach antiracist and equity education within the classroom. This research study focused on the insights of two novice teachers to share their current level preparedness based on their experiences from their preservice teacher education program. In conducting this research study my hope as a researcher was to explore the disconnections I witnessed among teacher demographics and the classrooms that were mainly made up of racial minority students. This has also been discussed by several scholars that the growth of racial minority students will continue to grow however the teacher demographics still remains Caucasian. As a teacher entering the field I needed to know how I could support my students especially those from racial minority backgrounds.

These insights from the novice teacher participants provided perspective to the benefits and impediments teacher candidates face with antiracist and equity education within the preservice teacher education program. Their insights established a total of five themes which is an important consideration for the educational community. With the implementation of the two-year Bachelor of Education programs across Ontario their experiences showcased insights as teacher candidates and now how it is reflected in their current teaching practice. This research study holds premise to courses that could be offered to teacher candidates. In Everly’s two-year program her Anti-Discriminatory Education course was a mandatory part of the program. Both participants’ insights into resources and how this aids in preparedness is a key area of the research findings that could be furthered explored in how they are implemented within the classroom. As well as, these participants’ reflections can be used to support current preservice teacher education programs, further research, and teacher education programs offered at OISE.
The research was used to support my own practice as a future educator. The insights offered from both participants are considerations I have undertaken in my educational pursuits within my teacher education program. In the opening quote by Lerner (2015), “If we practice racism then it is racism we teach”. Through this research project I have tried to use the findings from research participants to take on more opportunities to embed antiracist and equity education within my course work as a teacher candidate. This research study showed the benefits to novice teachers’ preparedness when provided with antiracist and equity education. When teachers are exposed to content and discussions from their preservice programs this help them conceptualize race and racism. Throughout my experiences in this two-year program we have focused on the importance of knowing yourself and having a reflective practice in order to be an effective educator. As I enter the field as a novice teacher the insights from my participants and scholars in this field of research remind me of the importance antiracist and equity education has within the classroom and on my teaching practice.

Know yourself to improve yourself. (Comte, 2016)
References


Appendices

Appendix A: Letter of Consent for Interview

UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Date: July 30, 2015

Dear Teachers,

My Name is Farah Mohammed and I am a student in the Master of Teaching program at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). A component of this degree program involves conducting a small-scale qualitative research study. My research will focus on novice teachers preparedness to teach antiracist and equity education after their teacher’s preservice education programs. I am interested in interviewing teachers who have recently completed their preservice elementary teaching program within Ontario and has not taken any further antiracist and equity education since then. I think that your knowledge and experience will provide insights into this topic.

Your participation in this research will involve one 45-60 minute interview, which will be transcribed and audio-recorded. I would be grateful if you would allow me to interview you at a place and time convenient for you, outside of school time. The contents of this interview will be used for my research project, which will include a final paper, as well as informal presentations to my classmates and/or potentially at a research conference or publication. You will be assigned a pseudonym to maintain your anonymity and I will not use your name or any other content that might identify you in my written work, oral presentations, or publications. This information will remain confidential. This data will be stored on my password-protected computer and the only people who will have access to the research data will be my course instructor ________________ and research supervisor Dr. Arlo Kempf. You are free to change your mind about your participation at any time, and to withdraw even after you have consented to participate. You may also choose to decline to answer any specific question. I will destroy the audio recording after the paper has been presented and/or published, which may take up to a maximum of five years after the data has been collected. There are no known risks or benefits to participation, and I will share with you a copy of the transcript to ensure accuracy.
Please sign this consent form, if you agree to be interviewed. The second copy is for your records. I am very grateful for your participation.

Sincerely,

Farah Mohammed
647-781-6821
Farahm.mohammed@mail.utoronto.ca

Course Instructor’s Name: ______________________

Contact Info: ____________________________________

Consent Form

I acknowledge that the topic of this interview has been explained to me and that any questions that I have asked have been answered to my satisfaction. I understand that I can withdraw from this research study at any time without penalty.

I have read the letter provided to me by Farah Mohammed and agree to participate in an interview for the purposes described. I agree to have the interview audio-recorded.

Signature: ______________________________________

Name: (printed) ______________________________________

Date: ______________________________________
Appendix B: Interview Questions

Background Questions:

- What preservice teacher education program did you attend?
- Are you currently employed as teacher?

Comprehension of Antiracist and Equity Education:

- How would you define antiracist education?
- How would you define multicultural education?
- Can you explain the similarities and/or differences in these two branches of education?
- Would you identify antiracist and multicultural education as the same?

Preservice Education:

- Have you ever taken a course that specifically taught antiracist education during your preservice education? Was this course offered as mandatory or as an elective?
- If you have not taken a course specifically for antiracist education, did any of your other preservice education classes focus on antiracist education?
- What was the class structure like?
- How did your preservice teacher training program identify and define antiracist education?
- What specific topics were discussed in the class?
- What course material and/or resources were supplied to support your learning in these courses? How would you evaluate the overall effectiveness of these materials?
- From your antiracist education, what did you find as the most meaningful aspects of the course? OR What aspects did you find missing from you preservice education with respect to antiracist and equity education?
- Did you find that your course instructor had any influence on your understanding of antiracist and equity education? If so, in what ways? If not, how come?