



From Theory to Design: Developing a Multicultural Education Teacher Training Framework

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ABSTRACT

Multicultural education has become an essential dimension of teacher education in response to increasing cultural, linguistic, and social diversity in early childhood settings. Despite this growing emphasis, existing professional development programs frequently remain at a conceptual level and provide limited guidance on how multicultural principles can be translated into pedagogical practice. Addressing this gap, the study examines the development process of multicultural teacher training program from a methodological perspective rather than focusing on outcome-based effectiveness. The study was designed as a qualitative case study to explore teachers' professional development needs within their natural educational context and to document how these needs informed the systematic construction of a professional development program. The iterative refinement of the program, which was structured in accordance with the Taba-Tyler program development model and aligned with the Revised Bloom's Taxonomy to ensure coherence between objectives, content, and learning activities. The program consists of eight sessions delivered over five days and integrates theoretical foundations of multicultural education with interactive, reflective, and practice-oriented learning experiences. Emphasizing teacher voice, contextual relevance, and peer learning, the program addresses not only cultural diversity but also critical reflection, communication, family engagement, and inclusive pedagogical practices. This study contributes to the literature by demonstrating how needs analysis can function as a central methodological mechanism in program development and by offering a transparent example of designing context-responsive professional development in early childhood multicultural education.

KEYWORDS

Multicultural education; teacher professional development; needs analysis; qualitative case study; early childhood education

INTRODUCTION

Multicultural education has become a fundamental component of contemporary teacher training due to the increasing cultural, linguistic, and social diversity in early childhood education settings. However, the literature shows that many teacher training programs address multicultural education mostly at a conceptual level and fail to provide systematic frameworks for how this knowledge can be transferred to pedagogical practices. In particular, there appears to be a limited number of programs design that guide teachers' classroom interactions (Brown & Crippen, 2016; Charity-Hudley & Mallinson, 2017; Dimitriadou et al., 2012; Timmons-Brown & Warner, 2016;). This study, rather than focusing on applied consequences, examines the development process of a multicultural teacher training program based on theoretical foundations from a methodological perspective.

Professional development programs encompass a broad field of learning opportunities aimed at improving student achievement by enhancing the knowledge, skills, and attitudes of teachers and other educators. These programs offer a versatile range of formats, including workshops, online components, and hands-on immersion experiences. By combining individual tools like video feedback, self-rating, and coaching with collaborative frameworks like critical friendship, action projects, and communities of practice, they ensure a holistic developmental journey (Buysse et al., 2009; Darling-Hammond et al., 2009; Gulamhussein, 2013). Professional development covers all actions and activities focused on the training, instruction, and development opportunities of professionals, with the ultimate goal of improving children's developmental or educational outcomes (Sheridan et al., 2009).

Several key components must be considered when designing and implementing effective professional development programs. Among these, the characteristics of teachers, who vary greatly in terms of their qualifications, experiences, cultural background, and the children and families they serve, are paramount (Buysse et al., 2009). Given the individual differences among teachers, they can benefit from different professional development approaches and content (Siraj et al., 2019). Therefore, assessing these individual differences is necessary as part of designing professional development (Slot & Nata, 2019). Alkharusi et al. (2011) noted that teachers demonstrate higher levels of instructional skills compared to preservice teachers, while preservice teachers demonstrate higher levels of pedagogical knowledge. Furthermore, teachers' own cultural and linguistic backgrounds (Flores & Smith, 2009; Lee & Oxelson, 2006) and the individual characteristics of the parents and children they work with (Symeou & Karagiorgi, 2018) can affect the effectiveness of a professional development program. These characteristics can be particularly important when the professional development program targets classroom diversity and cross-cultural competencies. Strategies and delivery formats also vary within professional development programs. According to the classification by Parkhouse et al. (2019), there are nine professional development experiences: workshop, action research, interactive experience, community of practice, coaching, self-assessment, video feedback, critical friendships, and online component. Furthermore, it should be determined

whether the program is within an organization, individual, or team-based, and who is responsible for its implementation.

The vast majority of systematic review studies show that both pre-service and in-service professional development programs are implemented entirely by someone outside the classroom. However, most studies on in-service professional development feature professional development programs that are either fully or partially integrated into the organization. This means that these professional development programs are adapted to or specifically designed according to the needs and practices of the teachers (Bradshaw et al., 2018; Van der Wildt et al., 2017).

The effects of professional development programs can be observed as an increase in teachers' knowledge and skills, an improvement in teaching practices, and indirectly, positive changes in student achievement. According to a study by Garet et al. (2001), content-orientedness, active learning, consistency, and collective participation have a positive effect on teachers' learning. Teachers generally appreciate concrete strategies and, if these strategies are lacking, request their greater inclusion in future professional development programs (Colombo, 2007; Devereaux et al., 2010). However, it has been suggested that providing information without strategies may not equip teachers with the necessary skills to work with diverse children, and this may reduce their self-efficacy (Powell et al., 2016). Most of the studies examined reported change based on self-reported teacher data (e.g., survey data on attitudes and practices, interviews, or written reflective tasks). Research on professional development in intercultural education shows that many programs focus on developing cultural sensitivity and tolerance rather than addressing social justice and inequalities in education (Cochran-Smith, 2004; Gorski, 2006; Vavrus, 2002). An effective professional development program should go beyond supporting diversity and address social justice, comprehensive reform, critical analysis of power and privilege, and the process of eliminating inequalities in education (Gorski, 2006). Gorski (2008) found that most professional development programs designed for multicultural education aim to develop pragmatic skills and awareness in teachers, but do not prepare them in accordance with the fundamental principles of multicultural education, such as critical thinking and commitment to educational equity. Consequently, effective professional development programs should be tailored to local needs, offer practice-based approaches, include ongoing support, and integrate multiple methods. Especially in multicultural contexts, professional development programs should aim to enhance teachers' and other educators' cultural sensitivity, as well as their critical thinking and commitment to the principles of social justice.

Research on multicultural teacher education consistently highlights a persistent gap between theoretical knowledge and classroom practice. Many teacher education programs try to make instructors more conscious of cultural diversity, but they often don't give them the teaching skills they need to function well in classrooms with students from different cultures. For example, Paul C. Gorski (2009) showed that multicultural teacher education courses often

focus on philosophical and attitudinal aspects instead of giving teachers specific ways to educate. Likewise, research on teacher preparedness reveals that both pre-service and in-service educators frequently perceive themselves as inadequately equipped to manage language diversity, cultural variances, and inclusive pedagogical approaches, although their exposure to multicultural education (Subaşı, 2013). This indicates that teacher education programs must transcend theoretical discourse and integrate practice-oriented elements that enable educators to convert theoretical understanding into practical application inside the classroom. Recent research has underscored the significance of context-responsive and practice-based professional development methods in multicultural teaching in light of these obstacles. Professional development programs rooted in teachers' living experiences and classroom reality are more likely to facilitate significant pedagogical transformation (Szelei et al., 2020). Furthermore, research indicates that successful multicultural teacher education must incorporate avenues for reflection, cooperation, and active participation, rather than depending exclusively on transmissive instructional methods (Hollins & Guzman, 2005). There is also a growing agreement that requirements analysis is an important part of building these kinds of programs since it helps find instructors' specific problems and makes it easier to create training content that is appropriate to their situation (Acar-Ciftci, 2019). Even with all this new research, there aren't many studies that carefully record how the results of needs analysis are used to make specific decisions about program design, especially in early childhood education settings. This gap highlights the necessity for research that elucidates the program creation process and is founded on analytical rigor.

Despite the growing recognition of multicultural education as an essential component of teacher preparation, many professional development initiatives remain largely conceptual and offer limited guidance on how multicultural principles can be translated into everyday classroom practices. In addition, relatively few studies document the methodological processes through which professional development programs in multicultural education are designed in response to teachers' contextual needs. As a result, there is a need for research that not only addresses the content of such programs but also makes the program development process visible and transparent.

Although a substantial body of research highlights the importance of multicultural education in teacher training, the literature indicates that many professional development programs primarily aim to raise awareness or improve attitudes toward cultural diversity. Comparatively fewer studies provide detailed accounts of how multicultural professional development programs are systematically designed based on teachers' needs and contextual conditions. Moreover, methodological descriptions of program development processes in multicultural teacher education remain limited, particularly in early childhood education contexts. This gap suggests the need for research that documents and analyzes the stages through which needs analysis informs the design of professional development programs intended to support teachers working in culturally diverse classrooms.

In line with this gap, the present study focuses on the methodological development of a multicultural teacher training program grounded in teachers' professional development needs. Rather than evaluating the effectiveness of the program in terms of measurable outcomes, the study seeks to document the stages through which theoretical foundations, needs analysis, and contextual considerations were integrated into the design of the program. By doing so, the research aims to offer a transparent and context-sensitive example of how professional development programs in multicultural early childhood education can be systematically constructed.

The purpose of this study is to examine the development process of a multicultural teacher training program designed based on teachers' professional development needs in early childhood education. Specifically, the study aims to document how teachers' contextual needs informed the design of the program and how theoretical foundations of multicultural education were translated into a structured professional development framework. By focusing on the methodological dimensions of needs analysis-based program development, the study seeks to provide a systematic example of how multicultural teacher education programs can be designed in ways that connect theoretical perspectives with practice-oriented learning opportunities.

In line with this problem, the study addresses the following research questions:

- a. How are teachers' professional development needs related to multicultural education identified and interpreted within their educational context?
- b. How can a multicultural teacher training program be developed based on these identified needs and relevant theoretical foundations?
- c. How are the objectives, content, and learning activities of the program structured to support teachers' pedagogical understanding of multicultural education?

METHODOLOGY

This research was conducted using a qualitative case study design to examine the professional development needs of teachers in their natural context, in a multidimensional and in-depth manner, and to address the professional development program developed in line with these needs, along with its contextual characteristics. Qualitative case studies allow for the examination of a specific phenomenon within a real-life context, as a system with defined boundaries, and offer a strong methodological framework, especially in research seeking answers to the questions of "how" and "why" (Yin, 2018). The case examined in this study consists of the professional development needs of teachers, the training program developed based on these needs, and the holistic structure of the context in which the program is implemented.

Program development processes based on needs analysis require an interpretive approach that centers on the perceptions, experiences, and contextual requirements of the participants. Therefore, the case study design made it possible not only to describe the professional development needs of teachers but also to gain a deeper understanding of how

these needs arise and how they are reflected in the program development process (Stake, 1995). According to Creswell and Poth (2018), case studies are particularly suitable for addressing stakeholder perspectives within a holistic framework during the development, implementation, and evaluation processes of a program. In this context, the research utilized teacher interviews, classroom observations, and relevant documents together to ensure data diversity; thus, the developed professional development program was examined without being detached from its context.

Furthermore, as Patton (2015) emphasizes, the aim of qualitative research is not to generalize, but to deeply understand the process that emerges within a specific context. In this study, the aim is not to evaluate the effectiveness of the program, developed based on teachers' professional development needs, with universal judgments, but rather to reveal which needs the program addressed, how, and under what conditions. In this respect, the qualitative case study design provides a methodologically consistent and justified framework, both with the needs analysis-based program development approach and with the research objectives.

Process of Program Development

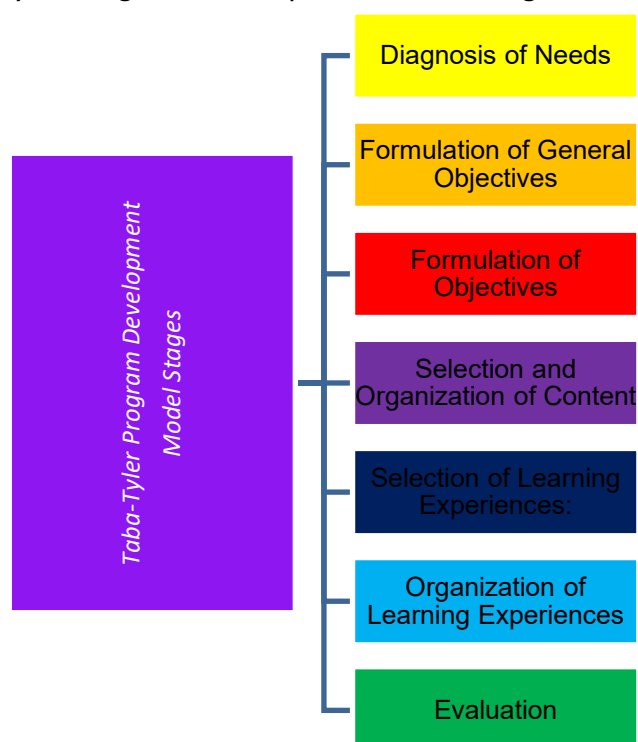
The program development process consists of interrelated and mutually reinforcing stages. Each stage is structured in line with the theoretical accumulation in the field of multicultural teacher education. In the first stage, fundamental concepts and theoretical approaches related to multicultural education, teacher learning, and interactive pedagogy were analyzed in accordance with the literature. These foundations formed the framework that guided all design decisions of the program. In the literature-based needs analysis process, recurring limitations and gaps in existing teacher education programs were examined, and it was understood that teachers needed training on multicultural education, as well as support in communication, parent involvement, and assessment (Ünal & Durmuşoğlu, 2025).

The findings of the needs analysis indicated that teachers' most immediate and pressing concern was the language barrier they experienced in classrooms that included Syrian children and their families. Teachers frequently reported difficulties in communicating with both children and parents, which sometimes limited children's participation in classroom activities and made family involvement more challenging. Considering these concerns, the program included sessions that focused on communication in linguistically and culturally diverse classrooms. During these sessions, teachers discussed practical strategies that could support communication with families who do not share the same language, including the use of visual materials, gestures, and other non-verbal communication tools commonly used in early childhood education. Classroom scenarios and case examples were also discussed to allow teachers to reflect on their own experiences and explore possible ways of addressing communication challenges. In addition, these discussions encouraged teachers to consider communication not only as a language issue but also as part of building respectful and trusting relationships with families from different cultural backgrounds.

Another important finding of the needs analysis was teachers' need for professional support in multicultural and inclusive education. Many teachers expressed that they would benefit from in-service training that combined theoretical knowledge with concrete classroom practices. They also emphasized the value of learning from experienced colleagues and seeing examples of effective practices that could be adapted to their own classrooms. Taking these expectations into account, the training program was designed to gradually move from conceptual discussions of multicultural education to more practice-oriented activities. Sessions addressed topics such as inclusive classroom environments, family participation, and assessment practices within culturally diverse settings. Interactive workshops were also included, allowing teachers to collaboratively design multicultural learning activities that could be implemented in their own classrooms. The program additionally acknowledged the material constraints that teachers mentioned during the needs analysis, such as limited technological equipment or classroom resources. For this reason, activities were designed to be flexible and feasible using materials that teachers commonly have access to. Finally, recognizing teachers' interest in better understanding the cultural backgrounds of refugee children and their families, the program included reflective discussions that encouraged teachers to share experiences, question assumptions, and develop a deeper awareness of cultural differences. In this way, the structure and content of the program were closely aligned with the needs expressed by teachers during the needs analysis process.

Figure 1.

Taba-Tyler Program Development Model Stages



The program content was structured as thematic sessions consistent with the theoretical framework and learning objectives. In the sequencing of the sessions, a structure progressing

from conceptual foundations to reflective pedagogical thinking was adopted. The stages in the Taba-Tyler program development model were followed while developing the program content of teacher education. These stages are shown in Figure 1.

Defining the Program's Objectives and Learning Goals

Based on the identified needs, the overall aim of the program is defined as deepening teachers' conceptual understanding of multicultural education and supporting them in integrating this understanding into their pedagogical perspectives. The general characteristics, principles, objectives, and target behaviors of multicultural teacher training have been determined. The framework adopts the Revised Bloom's Taxonomy by Anderson and Krathwohl (2001) to structure target behaviors, ensuring a systematic balance between the stages of remembering, understanding, applying, analyzing, evaluating, and creating.

Subsequently, the multicultural education teacher training booklet, which includes an introduction to the general characteristics, principles, goals, and target behaviors of multicultural education teacher training, as well as training content and activities which is applied with the teachers, was sent to four preschool education experts and one program development expert to obtain expert opinions. Based on their feedbacks, the training content were revised.

The experts suggested adding activities to the first session, which contained theoretical information on multicultural education, to allow teachers to be more active; including information and comments on global goals, equality, and respect in some countries when introducing early childhood education programs in different countries; reducing the classifications for the assessment session to make it more understandable for teachers; and providing simpler and easier-to-use examples of assessment tools. They also suggested adding sample classroom photos for the workshops, including examples of implemented projects to share with teachers, increasing the number of session activities to include interactive activities that would engage teachers and be relevant to the topic, and revising some content that was not aligned with the target behaviors. The hierarchical ordering of target behaviors, the use of appropriate vocabulary in the training content, making unclear sentences more understandable, and the sequencing of session activities were discussed, and suggestions regarding the order of sessions were taken into account in the teacher training. For the pilot study of the training, three sessions were implemented online with two preschool teachers who had not previously received training on multicultural education. At the end of the pilot, the teachers expressed a need for more suggestions and examples for implementation, so updates were made, and implementation examples, activity suggestions, and activities to increase interaction were added, resulting in the final version. This program strongly emphasizes creating a supportive environment where participants are encouraged to share their insights, reflect on their professional practices, and engage in peer-to-peer learning. Consequently, the teacher training features a design rooted in teachers' contextual needs and learning styles. It is characterized as

an eclectic training model that combines theory with interactive and practice-based learning opportunities.

DESCRIPTION TO THE MULTICULTURAL EDUCATION TEACHER TRAINING PROGRAM

This comprehensive training program, which encompasses eight distinct sessions distributed over a five-day period, is designed to provide a holistic and intensive professional development framework for educators within the realm of multicultural pedagogy. The program commences with a foundational exploration of the conceptual definitions of multicultural education, which serves as a springboard for analyzing classroom activities specifically tailored for preschool settings, the nuances of physical and social environment design, and the evolving role of the teacher in fostering inclusivity. As the instructional flow progresses, it integrates a comparative analysis between the Ministry of National Education 2013 Program and various international educational frameworks, while simultaneously addressing essential social dimensions such as school adaptation and the principles of nonviolent communication. Throughout the program, theoretical insights are seamlessly interwoven with practical considerations, including family participation strategies and the systematic evaluation of educational environments, all of which are delivered through a multi-modal methodological approach featuring interactive presentations, collaborative group work, and hands-on activities. The program's structure is specifically partitioned to ensure a logical progression: starting with the core foundations in the first session, moving through global program comparisons and communication techniques in the second, and addressing stakeholder engagement in the third, followed by a mid-program evaluation in the fourth session. The latter half of the training shifts its focus toward the physical and social landscape of the learning environment in the fifth session, which then culminates in an intensive two-session collaborative workshop where participants actively design and refine multicultural activities for their own classrooms. Finally, the entire training concludes with an eighth session dedicated to a comprehensive review and synthesis, ensuring that the transition from theoretical knowledge to practical, classroom-ready application is fully realized and evaluated as an eclectic, practice-oriented educational model.

The entire training is planned for 11-12 hours, aiming to briefly review the previous session, increase interaction with teachers through various activities, and emphasize listening to teachers' experiences and criticisms. To maintain participant interest and avoid monotonous lecturing, each session includes at least one interactive activity related to the topic. These activities utilize methods such as brainstorming, discussion, case study sharing, and photo and video analysis to encourage critical participation.

DISCUSSION

This study presents a theoretically grounded and systematic approach to developing multicultural teacher education programs. The program contributes to the literature by addressing teacher learning in its conceptual, reflective, and interactive dimensions. Professional development encompasses all actions and activities that focus on the training,

teaching, and development opportunities of professionals, with the ultimate goal of improving children's developmental or educational outcomes (Sheridan et al., 2009). Professional development programs refer to a broad field encompassing various learning opportunities aimed at improving student achievement by enhancing the knowledge, skills, and attitudes of teachers and other educators. These programs can range from one-off workshops and consultations to comprehensive programs and communities of practice (Buysse et al., 2009; Zepeda, 2015). Several key components must be considered when designing and implementing effective professional development programs. Among these, the characteristics of teachers, who vary greatly in terms of their qualifications, experiences, cultures, and the children and families they serve, are paramount (Buysse et al., 2009). Given the individual differences among teachers, they can benefit from different professional development approaches and content (Siraj et al., 2019). Strategies and presentation formats also vary within professional development programs. According to the classification by Parkhouse et al. (2019), there are nine professional development experiences: workshops, action research, intensive training, community participation, coaching, self-assessment, video feedback, critical peering, and online components. Villegas-Reimers (2003) suggested that programs designed to support teachers' professional development do not have a hierarchical superiority over one another, and that the program should include components of multiple models, taking into account the needs of teachers. In this research, the goal was to provide intensive training to teachers, allowing participants to share their experiences, encouraging reflection on teachers' practices, and offering a structure that supports learning from each other. Accordingly, the developed teacher training was designed considering the contextual needs and learning styles of teachers; it contributed to their professional development by combining theoretical knowledge with interactive learning opportunities geared towards practice.

Research on professional development in intercultural education shows that many programs focus on developing cultural sensitivity and tolerance rather than addressing social justice and inequalities in education (Cochran-Smith, 2004; Gorski, 2006). An effective professional development program should go beyond supporting diversity and address social justice, comprehensive reform, critical analysis of power and privilege, and the process of eliminating inequalities in education (Gorski, 2006). Gorski (2008) revealed that most professional development programs designed for multicultural education aim to develop pragmatic skills and awareness in teachers, but do not prepare them in accordance with the fundamental principles of multicultural education, such as critical thinking and commitment to educational equity. However, an examination of the content focus of Multicultural Education Teacher Training shows that it supports these criticisms. However, considering that the vast majority of preschool teachers in Turkey have not received any undergraduate-level courses or training on topics such as multicultural education, inclusivity, and anti-prejudice education, and that these trainings are given superficially in the in-service seminars prepared by the Ministry of National Education, it has been observed that teachers need basic information on

multicultural education and training with theoretical and practical content (Ünal & Durmuşoğlu, 2025).

CONCLUSION

This study provides a methodologically grounded examination of the development process of a multicultural teacher training program designed in response to teachers' identified professional development needs. Rather than centering on outcome-based effectiveness, the research foregrounds the systematic and theory-informed construction of a needs-based program within its natural educational context. By adopting a qualitative case study design, the study demonstrates how teachers' perceptions, experiences, and contextual realities can be meaningfully integrated into program development processes. In doing so, it contributes to the literature by illustrating how multicultural education can be operationalized beyond conceptual discussions and translated into a structured, practice-oriented professional development framework for early childhood educators.

The findings underscore the importance of designing professional development programs that are responsive to local needs, grounded in theoretical foundations, and enriched through interactive and reflective learning opportunities. Particularly in contexts where teachers have limited prior exposure to multicultural and social justice-oriented education, programs that combine conceptual clarity with practical application and peer interaction appear essential. This study highlights the value of needs analysis as a guiding mechanism in program development and suggests that future research should continue to explore methodological approaches that prioritize process, context, and teacher voice in the design of multicultural professional development initiatives. Such efforts are critical for supporting teachers not only in developing cultural sensitivity, but also in cultivating reflective and equity-oriented pedagogical practices.

From a theoretical perspective, this study contributes to the multicultural education literature by positioning professional development not merely as a vehicle for increasing cultural awareness, but as a structured pedagogical process grounded in teachers' contextual realities. By integrating foundational theories of multicultural education with teacher learning and interactive pedagogy, the study offers a coherent framework that bridges conceptual understandings and classroom-oriented thinking in early childhood education. In this respect, it responds to long-standing critiques that multicultural professional development initiatives tend to emphasize attitudinal change while neglecting pedagogical translation and reflective practice.

Methodologically, the study advances the field by demonstrating how a qualitative case study design can be effectively employed to document and justify needs analysis-based program development processes. Rather than treating needs analysis as a preliminary or auxiliary step, the research positions it as a central methodological component that informs program design decisions at every stage. The systematic use of multiple data sources—teacher

interviews, classroom observations, expert feedback, and pilot implementation—strengthens the transparency and rigor of the program development process. This approach provides a transferable methodological example for researchers aiming to design context-responsive professional development programs, particularly in multicultural and early childhood education settings where teacher voice and local conditions are critical.

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APPENDIX

Appendix A- Multicultural Education Teacher Training: Characteristics, Principles, Goals, and Target Behaviors

A. General Characteristics of the Training

1. Multicultural Education Teacher Training is content-oriented.
2. Multicultural Education Teacher Training supports self-assessment.
3. Multicultural Education Teacher Training is practice-based.
4. Multicultural Education Teacher Training supports collaboration.
5. Multicultural Education Teacher Training supports critical thinking skills.

B. Principles of Education

1. It is eclectic.
2. It is balanced.
3. It is process-oriented.
4. Assessment is important.
5. Diversity of learning materials (presentations, book reviews, activity reviews, application videos, etc.) is important.
6. Differences are respected.
7. Teachers are active participants.

C. Goals of Education

1. Know multicultural education.
2. Plan, implement, and evaluate activities within the scope of multicultural education.
3. Organize the learning environment to support multiculturalism.
4. Plan family participation activities and organize parent education for families on multicultural education.

D. Target Behaviors of Education (According to the Revised Bloom Taxonomy)

		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1)	Define and explain multicultural education.	*	*				
2)	Identify and describe the aims of multicultural education.	*					
3)	Critically discuss misconceptions regarding multicultural education.				*		
4)	Explain the significance of being a global citizen.	*					
5)	Define the conceptual framework of "difference."	*					
6)	Explain the importance of individual differences in education.	*					
7)	Interpret and justify the necessity of multicultural education.				*		

8)	Analyze the long-term benefits of multicultural education for future generations.			*			
9)	Correlate the contributions of multicultural education with children, school staff, families, and the community.			*			
10)	Interpret the specific provisions and advantages multicultural education offers to all children.				*		
11)	Identify and categorize the dimensions of multicultural education.	*					
12)	Describe the essential qualities and characteristics of a multicultural school.	*					
13)	Contrast and compare the challenges inherent in monocultural versus multicultural education.					*	
14)	Explain the pivotal role of teachers within multicultural education frameworks.		*				
15)	Investigate and question effective strategies to reduce prejudice in the school environment.				*		
16)	Outline the specific duties and responsibilities of teachers, administrative staff, and families.		*				
17)	Recognize and explain the necessity of cooperation among school staff.	*					
18)	Describe the core characteristics of culturally responsive and sensitive teachers.		*				
19)	Implement multicultural education training modules focused on families.			*			
20)	Design strategic plans for family involvement in the multicultural process.						*
21)	Analyze and identify the specific needs of teachers, children, and families regarding multicultural practices in Türkiye.					*	
22)	Compare international family participation activities with local multicultural education practices.					*	
23)	List and describe exemplary family education models for multiculturalism from different countries.	*					
24)	Interpret and contrast various international perspectives on multiculturalism.			*		*	
25)	Analyze and compare the multicultural education policies of different countries.			*		*	
26)	Evaluate and compare the types of multicultural activities carried out globally.			*		*	
27)	Illustrate, with specific examples, the types of multicultural training teachers receive internationally.		*				
28)	Analyze the similarities and differences between the MoNE 2013 Preschool Program and multicultural education principles.					*	
29)	Apply appropriate learning outcomes from the MoNE program in a multicultural context.			*			

30)	Demonstrate how to plan, implement, and evaluate multicultural practices within the MoNE framework.	*					
31)	Formulate comprehensive plans for school adaptation processes.						*
32)	Utilize nonviolent communication techniques within the classroom.			*			
33)	Develop original methods to enhance social interaction among children.						*
34)	Organize the school and classroom environment to reflect multicultural arrangements.						*
35)	Formulate strategies for utilizing out-of-school learning environments for multicultural education.						*
36)	Interpret and evaluate academic studies on multicultural education in Türkiye.				*		
37)	Select and identify appropriate tools for evaluating children's progress.	*					
38)	Develop diverse assessment tools to make learning and social interaction visible.						*
39)	Design the systematic assessment and evaluation process.				*		
40)	Interpret and appraise assessment results within a multicultural framework.			*			
41)	Apply assessment results to improve instructional practices.	*					
42)	Analyze exemplary project cases and relate them to multicultural education theory.			*			
43)	Differentiate activity plans, attitudes, and materials (e.g., picture books) that are unsuitable for multicultural education.					*	
44)	Distinguish activity plans, attitudes, and materials that actively support multicultural education.					*	
45)	Critically appraise children's picture books regarding cultural diversity and share evaluations with peers.					*	
46)	Construct original activities tailored for children from diverse cultural backgrounds.			*			
47)	Critically review peer-developed activities for cultural inclusivity.					*	
48)	Formulate a sample action plan specifically designed to reduce classroom prejudice.						*
49)	Perform self-evaluation before and after the training process.					*	
50)	Evaluate the overall effectiveness of the training program.					*	
51)	Appraise the performance and impact of the trainer.					*	
	Total	12	5	11	6	14	7

Appendix B- PD Content

Session 1: Multicultural Education

Topic	Duration	Target Behavior	Activities
Introduction and warm-up exercises General information about the training Explanation of online application principles and rules	40 min	They learn each other's names and characteristics. They learn the purpose and content of the training. They learn the principles and rules of the online application.	Activity 1: The Language of the Written Press (Discussion)
What is multicultural education? The Concept of Diversity Why is Multicultural Education Necessary? What are the dimensions of multicultural education and the characteristics of schools?	40 min	D1-2-3-4-5-6-7-8-9-10-11-12	Activity 2: The Power of Photographs (Discussion)
Challenges in multicultural education Teacher empowerment Suggestions for reducing prejudice	40 min	D13-14-15-16-17-18	

Session 2: Ministry of National Education OOE 2013 Program and Programs of Different Countries, School Adjustment and Nonviolent Communication

Topic	Duration	Target Behavior	Activities
Reflections of multicultural education in the Ministry of National Education's 2013 Preschool Education Program Reflections of multiculturalism in education programs in different countries	60 min	D23-24-25-26-27-28-29-30	Activity 3: Identifying Emotions (Case Study)
Adaptation to School Nonviolent communication	40 min	D31-32	

Session 3: Parent Involvement and Education

Topic	Duration	Target Behavior	Activities
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Parent Involvement and Education Examples of multicultural family education	60 min	D19-20-21-22	Activity 4: What Do Parents Want? (Brainstorming, video, discussion)
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Session 4: Assessment and Evaluation

Topic	Duration	Target Behavior	Activities
Why is Assessment Important? Types and Categories of Assessment Documentation Daily Training Flow	60 min	D36-37-38-39-40-41	Activity 5: Word Cloud (Brainstorming)

Session 5: The Educational Environment

Topic	Duration	Target Behavior	Activities
Physical environment arrangements Social environment arrangements Utilization of out-of-school learning environments	60 min	D33-34-35	Activity 6: The Class of Differences (Watching videos and brainstorming) Activity 7: The Power of Mirrors (Self-portrait work)

Session 6: Workshop

Topic	Duration	Target Behavior	Activities
Examining event plans from a multicultural perspective	40 min	D42-43	
Examining illustrated children's books from a multicultural perspective	40 min	D44-45	
Examining good project examples from a multicultural perspective	40 min	D42-43-44-45	

Session 7: Workshop

Topic	Duration	Target Behavior	Activities
Activity writing and evaluation	60 min	D46-47	
Preparing an action plan	40 min	D48	

Session 8: Closing and Evaluation

Topic	Duration	Target Behavior	Activities
Self-Assessment	60 min	D49-50-51	
Program Evaluation			
Practitioner Evaluation			