Teaching in diversity: teachers and pupils about tense situations in ethnically heterogeneous classes
Radstake, H.

Citation for published version (APA):

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: http://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.
## Table of contents

### Section I  Opening

**Chapter 1  Introduction**

1.1 Background 5
1.2 Research questions related to the experiences of teachers and pupils with tense situations 8
1.3 Research questions about the reactions of teachers to tense situations 10
1.4 Research question on guiding discussions in the ethnically diverse class about sensitive issues related to ethnic diversity 11
1.5 Research design 12
1.5.1 The survey study 12
1.5.2 The interview and observation study 14
1.6 Outline 14

### Section II  Survey study

**Chapter 2  Tense situations in ethnically diverse classrooms: Teachers’ experiences** 19

2.1 Introduction 19
2.2 Tense situations and teachers’ experiences 20
2.3 Research design 22
2.4 Characteristics of the teachers 22
2.5 Characteristics of the classes 23
2.6 Operationalization 23
2.6.1 Tense situations 23
2.6.2 Intercultural sensitivity 24
2.7 Analyses 25
2.8 Results 25
2.9 Conclusions and discussion 27
Chapter 3  Tense situations in ethnically heterogeneous classes: Pupils’ experiences  

3.1  Introduction  
3.2  Theoretical background  
3.3  Method  
  3.3.1  Selection of the sample  
  3.3.2  Response  
  3.3.3  Characteristics of the sample  
3.4  Operationalization  
  3.4.1  The dependent variable: Tense situations  
  3.4.2  The independent variable: Feelings of safety  
  3.4.3  The independent variable: Feeling of belonging to school  
  3.4.4  The independent variable: Context factors  
3.5  Analyses  
3.6  Results  
3.7  Conclusions and discussion  

Chapter 4  Through pupils’ eyes. The reactions of teachers to tense situations in ethnically heterogeneous classes  

4.1  Introduction  
4.2  Theoretical background  
  4.2.1  Pupils’ appraisal: The relation with ethnic origin and ethnic composition of the classroom  
  4.2.2  Pupils’ appraisal: The relation with teachers’ specific reactions to tense situations  
4.3  Method  
  4.3.1  Selection of the sample  
  4.3.2  Response  
  4.3.3  Characteristics of the sample  
4.4  Operationalization  
  4.4.1  The dependent variable: Pupils’ appraisal of the reactions of their teachers to tense situations  
  4.4.2  The independent variables: Ethnic origin and ethnic identification  
  4.4.3  The independent variable: The specific reactions of teachers  
  4.4.4  Control variables  
4.5  Analyses
Table of contents

4.6 Results 59
4.7 Conclusions and discussion 63

Section III Interview and observation study

Chapter 5 Guiding discussions in the class about sensitive issues related to ethnic diversity 69
  5.1 Introduction 69
  5.2 Class discussions and demands on teachers’ professionalism 70
  5.3 Methodology 71
    5.3.1 Design of the study 71
    5.3.2 Analysis 73
    5.3.3 Sample 73
  5.4 Results 74
    5.4.1 Discussion objectives 74
    5.4.2 Pedagogical approaches 75
      5.4.2.1 Whole-class discussions 75
      5.4.2.2 Discussions in small groups 78
    5.4.3 Professional demands 81
  5.5 Conclusions and discussion 82

Section IV In conclusion

Chapter 6 Conclusions and discussion 89
  6.1 Design of the empirical studies 89
    6.1.1 Survey study 89
    6.1.2 Interview and observation study 91
  6.2 Conclusions and discussion of the main results 91
    6.2.1 The relation between tense situations and ethnic diversity 91
    6.2.2 Differences in experiencing tense situations: Personal characteristics 93
    6.2.3 Differences in experiencing tense situations: Context characteristics 94
    6.2.4 Teachers’ reactions to tense situations 95
    6.2.5 Teachers’ professionalism 96
  6.3 Discussion of the research methodology and suggestions for further research 98
  6.4 Implications for the educational field 101