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Facing Diversity In Early Childhood Education: Teachers' Perceptions, Beliefs, And Teaching Practices Of Anti-Bias Education In Korea

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FACING DIVERSITY IN EARLY CHILDHOOD EDUCATION: TEACHERS'

PERCEPTIONS, BELIEFS, AND TEACHING PRACTICES OF

ANTI-BIAS EDUCATION IN KOREA

A Masters Thesis

Presented to

The Graduate College of

Missouri State University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Science, Early Childhood and Family Development

By

Yerim Hong

August 2017

FACING DIVERSITY IN EARLY CHILDHOOD EDUCATION: TEACHERS' PERCEPTIONS, BELIEFS, AND TEACHING PRACTICES OF ANTI-BIAS EDUCATION IN KOREA

Childhood Education and Family Studies

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Yerim Hong

ABSTRACT

The changing composition of early childhood classrooms challenges teachers to be more responsive to the diverse needs of all children. This study explores the challenges and successes early childhood teachers experience with facing diversity in their classrooms. The purpose of this qualitative interview study was to investigate kindergarten teachers' perceptions, beliefs, and teaching practices concerning anti-bias education in Seoul, South Korea. There were two groups of in-service kindergarten teachers, four teachers in each group, who participated in one-on-one interviews with structured and open-ended questions. The teachers in one group had more experience with teaching in diverse classroom settings than the teachers in the other group. The results of the study show that teachers' perceptions and beliefs concerning anti-bias education were influenced by their teaching experiences and their anti-bias teacher education experiences. Teachers from both groups used similar teaching practices of anti-bias curriculum and the challenges they faced mostly came from lack of knowledge, support systems, and time. These findings suggest that policy makers should consider providing effective support systems for teachers, such as translation services, and more resources should be developed to provide effective teacher education programs for teachers who teach in culturally diverse classroom settings and culturally dominant classroom settings.

KEYWORDS: early childhood education, anti-bias education, diversity in classrooms, teachers' perceptions, teachers' beliefs, teaching practices, interview study, teacher education, Korea

This abstract is approved as to form and content

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I would like to dedicate this humble piece of work to my God in heaven who has guided my life with his endless love and mercy. I thank Him for giving me strength and wisdom to stay focused on my project with the passion He has put in me.

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INTRODUCTION

The Universal Declaration of Human Rights, which was proclaimed by the United Nations General Assembly in 1948, sets out fundamental human rights to be universally protected, including rights to education. Education, especially public schools, should provide opportunity for all students to develop a positive self-concept and support self-empowerment. It is meant to be the great equalizer, providing all students, despite their background, an opportunity to rise into positions of power and create a better life for themselves and their families.

As classroom environments are becoming more diverse, teachers are required to serve a more culturally, ethnically, and linguistically diverse student population than in any previous historical period (Ladson-Billings, 2005; Milner, 2005). Early childhood educators are also facing new challenges to be more responsive to the needs of children from different cultures and family backgrounds. Thus, implementing a curriculum that is culturally responsive and inclusive to assist diverse children's needs and teach children how to overcome biases and prejudices is imperative.

Unfortunately, many teachers currently in the classroom report that they feel inadequate to teach multicultural or anti-bias curricula in the U.S. (Au & Blake, 2003). According to the study by Kim (2010), many early childhood teachers in South Korea also feel inadequate to implement anti-bias and multicultural curriculum in their classrooms. There are several reasons why teachers feel inadequate to teach diverse classroom settings. One of the reasons is because of the fear, uncertainty, or discomfort they feel. Another reason would be "lack of training opportunity" and "lack of teaching

materials and resources" as Kim (2010) mentioned in her study. Thus, teacher education programs for pre-service teachers and in-service teachers should be tailored to provide the skills and content needed to meet the needs of a diverse classroom.

This study explores the issues of implementing anti-bias and multicultural curriculum in early childhood education (ECE) in Korea. It seeks to reveal challenges and successes teachers experience with implementing culturally responsive and inclusive curriculum as their perceptions and teaching practices on anti-bias education are interviewed in depth. This study seeks to provide more realistic and relevant suggestions and needs from in-service teachers to help the professionals to develop more effective anti-bias teacher education programs for early childhood teachers in Korea.

Rationale for the Study

Anti-bias education in Korea is mostly brought from the United States, where the population has become more diverse long before Korea has (Song, 2007). When Anti-Bias Education that was developed in the United States is being applied in Korean settings, the sociocultural factors must be taken into consideration. The issues Korean society faces with diversity are somewhat different than those in the United States. South Korea is among the world's most ethnically homogeneous nation (Shin, 2006). Since the end of the Korean War in 1953, South Korea has been far more open to foreign countries. Korea is changing rapidly from a homogeneous nation to a multicultural and multiracial nation. As of September 2015, according to the Korean Ministry of Government Administration and Home Affairs (Korean Statistical Information Service, 2016), the foreign population in Korea, including migrant workers, increased to 1.8 million,

accounting for 3.4% of the total population. Issues that have to be addressed especially in Korea would be biases toward four specific groups: (1) families who fled from North Korea, (2) Chinese-Korean migrants whose numbers are increasing rapidly in Korea, (3) foreign workers mainly from South-East Asia many of whom stay as undocumented, (4) families that were formed through international marriages, mostly between older Korean men and younger women from South-East Asia (which became a big industry in Korea) and their children. If teacher educators want to develop an anti-bias and multicultural education programs for early childhood educators, the sociocultural framework of Korea has to be included into the curriculum of teacher education and the voices of the in-service teachers should be heard.

When I conducted anti-bias training sessions for the pre-service teachers in Korea as an assignment for a class I was taking at Missouri State University, I noticed that there was lack of anti-bias education materials and anti-bias teacher education opportunities for teachers in Korea. Teaching materials provided from my class at MSU had significant impact on the students who participated in the anti-bias training sessions, but I had to add and emphasize other topics that cover the issues Korean society face in its unique setting as mentioned above. There were some issues of bias that had to be addressed only in Korean culture. For example, a common word Koreans use for the color of light orange is 'Sal-Seak,' which means 'skin color.' Although there is an official name for that color, which is 'Apricot,' the word 'Sal-Seak' is more commonly used among children and adults. Teacher candidates who participated in the sessions were able to notice these small things that can cause children to hold biases. Through the sessions, they were able to have more awareness of their own biases and feel a greater need to create an anti-bias

classroom environment. That experience inspired me to have a passion for developing anti-bias teacher education programs that are more relevant and effective for the teachers in Korea.

There has been a rapid change in Korean society in the growth of single-parent families, foster families, multicultural families, and other diverse family structures (Kim, 2010). With the Multicultural Family Support Act passed in 2014, in Korea, centers for supporting multicultural families are growing rapidly nationwide helping them with language learning, employment, and other services. But, the question is, is there enough support provided for the early childhood teachers to create programs that meet the developmental and educational needs of all young children and to create learning opportunities that value and appreciate differences that exist between children? Only teachers who are currently teaching in Early Childhood Institutions in Korea can answer this question. In order to develop a relevant teacher education program for anti-bias education, challenges and suggestions from teachers in the actual field must be heard.

Purpose of the Study

The purpose of this interview design study is to investigate challenges and successes teachers face with diversity in early childhood settings. This study focuses on describing how the in-service kindergarten teachers perceive teaching diverse students in their classrooms and serving diverse families. This study demonstrates how the teachers' perceptions, beliefs and teaching practices concerning anti-bias education can differ depending on their teacher education experiences and teaching experiences. Unique settings which Korean society faces with diversity will be examined. Implications for the

importance of anti-bias teacher education are addressed along with suggestions for curriculum planning, and delivery methods.

Research Questions and Research Design

This study explores the following questions: (a) What are the teachers' background knowledge and perceptions of anti-bias education? (b) How do they implement anti-bias education in their classrooms, and what are some strategies they use and challenges they face? (c) What are their beliefs about using anti-bias education approaches and how prepared do they feel? (d) What kind of support and teacher education programs do teachers want in order to effectively implement anti-bias curriculum and create a classroom where differences are valued and respected? (e) How much are all the questions above influenced by the amount of work experience with culturally diverse students and teacher education experience?

Most of the studies that were done in Korea examining teachers' perceptions of anti-bias education are quantitative studies using surveys with structured questionnaires. The researchers in most of these survey studies have mentioned a need for qualitative action research or interview study on anti-bias education as a recommendation for future research (Kim, 2010; Park, 2002). Thus, based on a review of previous studies done in Korea, the current study conducts an in-depth interview study examining the current state of anti-bias education and challenges early childhood teachers face in their classrooms. Qualitative analysis is used with structured and open-ended questions and narratives in the interview.

Teachers of one group, group B, have more experience with teaching students from multicultural families, and teachers of the other group, group A, have less experience teaching students from multicultural families. Participants are all selected from kindergartens in Seoul, Korea. All the participants have worked in different towns in Seoul and close cities near Seoul.

Significance of the Study

The completion of this study will result in helpful suggestions for anti-bias teacher education programs for early childhood educators, particularly in Korea. It is important to evaluate the teacher education program by interviewing the teachers on the effectiveness of training they received and how they are implementing such curriculum in their classrooms. Listening to the voice of in-service teachers will help professionals to understand the current needs of students and their families in ECE.

Ultimately, the research findings will benefit teachers to be more confident in going into a diverse classroom with positive self-esteem, empathy, and activism in the face of injustice. When teachers can effectively implement anti-bias education in their classrooms, their students will learn to be proud of themselves and of their families, to respect human differences, to recognize bias, and to speak up for what is right.

Assumptions

In this study, the following assumptions were made:

1. Teacher participants in both groups will be willing to share their challenges and experience of teaching students with diverse needs, but teachers with more experience of teaching culturally diverse students will have more cases to share with the researcher.

2. Teachers' perceptions and beliefs of anti-bias education will differ depending on their anti-bias teacher education experience.

3. Teachers' teaching practices with anti-bias education would differ between the two groups.

Limitations

In this study, the following limitations were made:

1. The small number of participants and the site of the study might limit the generalization of this study result. The sample size was very small and the teacher participants were all from kindergartens in Seoul, Korea. Different cities have different cultures and different diverse populations in Korea. This has to be taken into consideration.

2. Another limitation can be found in the procedure of this study. I visited each participant to explain about the research a few days before conducting the interviews. This might have given them time to think about this issue or even to look up to find some information about it. Also, they knew that I valued diversity in education. This may have influenced some of their comments or actions when they came for interview sessions. To diminish this concern, I tried to make the participants feel free to express their thoughts and experiences. I also made sure they felt comfortable and safe.

Definition of Terms

The definitions of terms used in this study are as follows:

1. "Anti-bias education (ABE)" is defined as "an active/activist approach to challenging prejudice, stereotyping, bias, and the 'isms.' In a society in which institutional structures create and maintain sexism, racism, and handicappism, it is not sufficient to be non-biased (and also highly unlikely), nor is it sufficient to be an observer." (Derman-Sparks, 1989, p.3)

2. Diversity is a term used to refer to differences that exist among people and groups' racial identity, ethnicity, family culture, gender, class, sexual orientation, and ability. It is not a term that refers to some people and not to others. The term anti-bias includes the concept of diversity.

3. Dominant culture is a term used to refer to the rules, values, language, and worldview of the groups with economic and political power in a society. In the United States, the dominant group has historically been White, Christian, affluent, heterosexual, able-bodied, and male (Derman-Sparks, LeeKeenan, & Nimmo,

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2015). In Korea, dominant culture refers to those who are Korean heritage, affluent, able-bodied, and speak standard Korean, the modern speech of Seoul widely used by the well-cultivated (Song, 2007).

4. Tourist Curriculum is a superficial educational approach which is "added on" to existing curriculum or "drops in" on strange, exotic people to see their holidays and taste of their foods, and then returns to the "real" world of "regular" life. It does not make diversity a routine part of the ongoing, daily learning environment and experiences (Derman-Sparks & Edwards, 2010).

5. Multicultural family in South Korea is a family made up of people of non-Korean culture. International marriage family, foreign worker's family, and North Korean refugee family are the representative multicultural family types in Korea. In most cases, it refers to a family type where two cultures coexist in one family through international marriage, mostly between an older Korean man and younger woman from South-East Asia or China which became a big industry in Korea (Song, 2007).

REVIEW OF RELATED LITERATURE

Classroom environments are becoming more diverse in many countries. Early intervention has become a national priority, and school readiness has been given more attention as an important predictor of educational and societal success (Gormley, Phillips, & Gayer, 2008). Despite the increased focus on educational standards and quality, the democratic ideals of equality have not been actualized in our school system. Some children, typically those of marginalized backgrounds and identities such as children of poverty, color, cultural minorities and disability are consistently denied equal educational opportunities, which are manifested through large, persistent achievement gaps (Aud, Fox, & KewalRamani, 2010). For teachers to encourage positive ideas and understanding of diversity, and create learning opportunities that value and appreciate differences that exist between children, teachers should be prepared to use anti-bias approaches in their classrooms.

The goals of this approach are "to ensure equitable individual participation in all aspects of society and to enable people to maintain their own culture while participating together to live in a common society" (Derman-Sparks & Ramsey, 2005, p.8). The goals of multicultural education, such as respect for oneself and others, are included in anti-bias education approach, but it has a pragmatic as well as an idealistic intent. From this perspective, schools have a responsibility not to only teach children to respect themselves but also to teach children how to work toward eliminating prejudice and discrimination.

There are several precursors and roots of anti-bias education and the multicultural education movement. In the late 1940s and early 1950s, the intergroup education

movement arose and some of the classic studies of young children's racial awareness and attitudes toward self and others were conducted (Taba, Brady, & Robinson, 1952; Clark, 1955). Unfortunately, the work of the intergroup movement was subsequently ignored in mainstream child development and nursery schools. It was during the late 1960s and 1970s when multicultural education was being developed, focusing on fostering respect within and across different racial and cultural groups. The anti-bias approach first appeared in written form in 1989, discussing other aspects of identity such as gender, social class, religion, sexual orientation, and disabilities (Derman-Sparks & Ramsey, 2005). By the 1990s, advocates of multiculturalism as well as of anti-bias education agreed that all educational programs should address the wider issue of underrepresentation and should incorporate all groups that have been excluded from the traditional curriculum (Derman-Sparks, 1989).

In the 21st century, as the populations in the United States and in many countries around the world have become more racially, culturally, and linguistically diverse, educational movements advocating for multicultural, anti-bias curriculum in ECE became active, not only in the United States but also in countries such as Australia, Belgium, Canada, Denmark, Germany, The Netherlands, and Sweden (Van Keulen, 2004; Kim, 2010). It was during 1990s, when multicultural education and anti-bias education came to attention in ECE in South Korea (Seong, 1995). As the diverse population began to grow and due to the promotion of cultural exchanges, the multicultural and anti-bias movement came to attention in the field of ECE.

The present analysis examines the need for anti-bias education in early childhood settings and teachers' perception of anti-bias education and anti-bias teacher education in

three different countries: Australia, United States, and Korea. This review of literature is divided into two sections. The first section focuses on research related to anti-bias education, presenting the importance of an anti-bias education and anti-bias teacher education. In particular, the need for reinforcing anti-bias education in Korea will be analyzed. The second section focuses on research done on teachers' teaching practices with anti-bias education in Australia, United States, and Korea.

Importance of Implementing Anti-Bias Education for Young Children

Values of equality and supporting all children and families, regardless of their heritage and status in society, are strong themes in the history of early childhood education programs, as is the goal of preparing children to be ready for society as it is, with its existing social and economic inequities. These often-conflicting themes appear in the current debate about whether the role of ECE programs is to enable children to thrive in their home culture and also successfully navigate in mainstream schools or to push for children's assimilation into the dominant society by losing much of their home culture (Derman-Sparks, LeeKeenan, & Nimmo, 2015). Historically, child development theories and practices have reflected the socialization norms and practices of the dominant group in the United States (Mallory & New, 1994). This approach has traditionally pushed other cultural viewpoints to the side, even in diverse settings. On the other hand, challenges to the dominant-culture-only approach in ECE are becoming a part of the current discourse. By the 1990s, addressing the impact of the larger society on young children's construction of identity and attitudes became a part of ECE discourse (Derman-Sparks, LeeKeenan, & Nimmo, 2015).

Children construct their identity and attitudes through interacting with their bodies, their social environments, and the people around them. Children as young as two years old have already tried to determine who they are and what this world means to them. In a study by Bekken and Derman-Sparks (1996), they found that the development of this identity is life-long and that it begins in infancy and lasts through adulthood. According to Derman-Sparks (1989), children do not come to school as blank slates on the subject of diversity, but already with some schema of various aspects of people's characteristics. Young children are aware of gender, race, ethnicity, and disabilities and begin to absorb both positive and negative concepts attached to these aspects of identity by their parents and through media. Children learn to develop strong, positive self-images from their early years and grow up to respect themselves and others. MacNaughton and Davis (2001) argue that teachers and parents have the responsibility to find ways to prevent the influence of bias and stereotypes before it becomes too deeply ingrained in their children.

Anti-bias education is needed because the world children live in is not yet a place where all of them have equal opportunity to become all they could be. Children need to feel safe and secure in all their many identities, feel pride in their families, and feel at home in their early childhood programs. Also, children need tools to navigate the complex issues of identity, diversity, prejudice, and power in their daily lives so that they may learn, thrive, and succeed (Derman-Sparks & Edwards, 2010).

Importance of Anti-Bias Teacher Education

Education that values diversity is the one that ensures everyone's voice be heard regardless of their skin color, language, ability, gender, race, appearance, religion, class,

and so forth. In other words, a classroom should be a place where differences are valued and respected. When teachers create an anti-bias classroom environment, children learn to be proud of themselves and of their families, to respect human differences, to recognize bias, and to speak up for what is right. Anti-bias teachers are committed to the principle that every child deserves to develop to his or her fullest potential (Derman-Sparks & Edwards, 2010).

Although early childhood educators have deep faith in the principle that all people deserve the opportunities, realistically, ECE practitioners, who, in most cases, have been absorbing their families' and societal assumptions, stereotypes, and prejudices about human identity from their childhood, cannot be expected to suddenly teach children not to absorb these same beliefs and attitudes. Only a few ECE teacher preparation programs adequately engage students in serious learning about culturally responsive and anti-bias education or in the self-reflection and growth that this approach requires (Ray, Bowman, & Robbins, 2006). Similarly, many already practicing teachers have not had sufficient training.

Derman-Sparks et al. (2010) suggest five anti-bias learning goals for teachers. These are as follows:

1. Increase your awareness and understanding of your own social identity in its many facets (gender, race, ethnicity, economic class, family structure, religion, sexual orientation, abilities/disabilities) and your own cultural contexts, both as children and current.

2. Examine what you have learned about differences, connection, and what you enjoy or fear across lines of human diversity.

3. Identify how you have been advantaged or disadvantaged by the "isms" (racism, sexism, classism, ablism, heterosexism) and the stereotypes or prejudices you have absorbed about yourself or others.

4. Explore your ideas, feelings, and experiences of social justice activism.

5. Open up dialogue with colleagues and families about all these goals. (Derman-Sparks & Edward, 2010, p.21)

Derman-Sparks and Ramsey (2005) stress the importance of the teachers' role for young children. They argue that young children *do* absorb stereotypes about people's identities but *not* because they are learning authentic information and having an opportunity to ask their questions about differences. Rather children's misperceptions and biases reflect those that are expressed by parents, peers, television, movies, and books, and become entrenched when they are left unchallenged. Thus, active intervention by teachers can help children develop positive attitudes about people who have different identities than their own.

According to Darling-Hammond, Chung, and Frelow (2002), teachers' feelings of preparedness are correlated with their sense of teaching efficacy, senses of responsibility for student learning, and intentions either to remain a teacher or leave the profession. Also, teachers' beliefs have great influence on the way they perceive, judge, and act in the classroom. Kagan (1992) refers to beliefs as a "particularly provocative form of personal knowledge" (p.65). Teachers' beliefs often refer to attitudes about education, teaching, learning, and students. Thus, if anti-bias teacher education programs meet the anti-bias learning goals for teachers, it will positively affect their teaching efficacy and beliefs.

Teachers' Teaching Practices with Anti-Bias Education

In this section, teacher's beliefs, attitudes, and practices will be examined in three different countries: United States, Australia, and South Korea. Implementing an anti-bias curriculum may not be easy because of the fear, uncertainty, or discomfort of many teachers and teacher educators. Unfortunately, many teachers currently in the classroom

report that they feel inadequate to teach multicultural or anti-bias curriculum (Au & Blake, 2003).

Teachers of the United States. It was during the late 1960s and 1970s when multicultural education was first introduced in the United States to foster respect within and across different racial and cultural groups. The anti-bias approach first appeared in written form in 1989, discussing other aspects of identity such as gender, social class, religion, sexual orientation, and disabilities (Derman-Sparks & Ramsey, 2005). Currently, students in the U.S. educational system are increasingly diverse. Diversity in education encompasses students from many races, genders, cultures, languages, and socioeconomic backgrounds. (Aud, Fox, & KewalRamani, 2010).

Although the emphasis on diversity in teacher education programs is increasing and the educational system is becoming more diverse in the United States, students who come from stigmatized groups still perceive barriers to education. The national survey data revealed that while more than 54% of teachers taught students who were either culturally diverse or had limited English proficiency and 71% taught students with disabilities, but, only 20% of these teachers felt they were very well prepared to meet their needs. About 80% of teachers indicated that they were not well prepared for many of the challenges of the classroom (Parsad, Lewis & Farris, 2001).

Karabenick and Noda's (2003) research on teachers' beliefs, attitudes, practices, and needs related to English language learners (ELLs) with 729 teachers in 26 schools showed that although the majority of teachers were very confident in their ability to teach, they were significantly less confident in teaching ELL students.

Although there have been positive changes in teacher preparation programs to better equip pre-service teachers to teach diverse classrooms, more attention is needed to continually provide effective anti-bias teacher education for pre-service teachers and in-service teachers in the United States (Milner, 2005).

Teachers of Australia. The Whitelam government in Australia first introduced policy on multiculturalism in the 1970s. Recently, the Scanlon Mapping Social Cohesion Surveys (Markus, 2013) reported that, despite 80% support for a policy of multiculturalism, there was less confidence in responses and a lower level of support by the society.

In 2009, the Early Years Learning Framework for Australia (EYLF) was validated by the Council of Australian Governments to support educators in their quest to provide effective learning environments (DEEWR, 2009). Among the five principles that formed the basis for the framework, the fourth principle was 'Respect for diversity.' Although the EYLF does not use multicultural education, it encourages inclusive curriculum and aims to transform the wider society by providing students with educational experiences that are socially and culturally relevant (Keengwe, 2010). However, interpretations of multicultural education were shown to be focused on teaching children about other cultures in a tokenistic and superficial way that has been labeled as the 'tourist approach' to teaching and learning (Schoorman, 2011). Adding onto the existing curriculum now and then can be described as using the tourist approach. Teaching about diversity and justice should be woven into, not added onto, the existing curriculum (Derman-Sparks & Edwards, 2010).

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Buchori and Dobinson (2015) studied the perceptions of early childhood educators in response to cultural differences in multicultural classrooms in Australia. The purpose of this study was to explore the participants' understandings of, and responses to, cultural diversity. Four ECE teachers from the same institution were chosen for this qualitative research. All the participants expressed progressive, culturally sensitive views during the interview but they felt they were not fully prepared to teach multicultural classrooms. They showed a lack of confidence and knowledge in using anti-bias approaches.

Teachers of South Korea. It was during the 1990s that multicultural education and anti-bias education came to attention in early childhood education in Korea (Seong, 1995). As the diverse population began to grow due to the promotion of cultural exchanges and growing numbers of international marriages, the multicultural and anti-bias movement slowly arose. With the Multicultural Family Support Act passed in 2014, centers for supporting multicultural families started to grow rapidly nationwide, helping them with employment and other services. But, the question is: Is there enough support provided for the early childhood teachers to implement a curriculum that is culturally responsive and inclusive to assist diverse children's needs and their parents? Only the teachers who are currently teaching young children in Korea can answer this question.

A study done in 2010 by Kim in Korea examined the differences of preschool teachers' perceptions on anti-bias education and current anti-bias education, depending on the teachers' educational background, work experience, types of preschool institutions, and teachers' previous experience on anti-bias education using a questionnaire survey. As for general perceptions of the preschool teachers on anti-bias

education, the majority of the teachers had interests in anti-bias education and felt it is necessary to conduct anti-bias education. However, their degree of satisfaction with the current anti-bias education was relatively low. As for the contents of anti-bias education, culture and gender role were perceived as the most important parts.

In the same study, regarding teacher training, no participation yet was the most common response. The method of the teacher training for anti-bias education was mostly autonomous training. The most common problem of teacher training was lack of training opportunity. Thus, teacher education courses for pre-service teachers and in-service teachers should be tailored to provide the skills and content needed to meet the needs of a diverse classroom. The researchers in most of the survey studies on anti-bias education have mentioned a need for qualitative action research or recommended interview studies for future research (Kim, 2010; Park, 2002).

Disadvantaged Sociocultural Groups in Korea

The biggest group of foreigners in Korea has always been the Chinese. In the 10-year period starting in the late 1990s, the number of Chinese in Korea exploded including illegal immigrants and Chinese citizens of Korean descent. The second biggest group of foreigners is migrant workers from South-East Asia and Central Asia including undocumented workers. Unlike in the U.S., not every child who is born in Korea can obtain Korean citizenship. It is given to the baby only when at least one of the parents is a Korean citizen. Which means, when a child is born in an undocumented family in Korea, the baby, in the worst case, has no nationality and becomes stateless. Aside from these families, the number of marriages between Koreans and foreigners, and families who fled

from North Korea has risen steadily in the past few years. The children from all of the families above are included as cultural minority students in Korea.

Social identities play a significant role in how an individual is seen and treated by others, and they affect access to the society's institutions, such as education, health, and the legal system. While biases against people's ethnicity, gender, culture, religion, language, economic class, family structure, sexual orientation and abilities exist in all cultures, there are some phenomenon that Korean society faces that are unique (Shin, 2006). With globalization, the population of multicultural families has been increasing rapidly in Korea due to the increasing numbers of international marriages and foreign workers (Lee, 1997). However, Korean society struggles to adapt to the influx of the new groups, and perceptions towards these new groups are found to be negative in Korean society (Oh, 2006). Korea has been emphasizing how the nation has been a single-race nation and an ethnically homogeneous nation. This may be a reason for Korean society to struggle with accepting a new race as "our" same people (Oh, 2005).

Conclusion

Early childhood teachers want children to feel powerful and competent. They strive to show respect to all children and their families as best they know how. However, teachers feel less confident when approaching diverse students in their classroom. The studies done in three different countries showed there was a lack of confidence and a lack of training opportunities for early childhood teachers.

Whether through traditional or alternative teacher education programs, preparing teachers for diversity, equity, and social justice are perhaps the most challenging and

daunting tasks in ECE. As the population in Korea is becoming more diverse, it is imperative for early childhood teachers to be trained to effectively implement a curriculum that is culturally responsive and inclusive to assist diverse children's needs and to teach children to overcome biases and prejudices.

To develop a relevant anti-bias teacher education program for the teachers of Korea, the sociocultural framework should be taken into consideration and the voices of early childhood in-service teachers must be heard.

METHODOLOGY

This chapter presents the methodology used for this study including the research questions, settings, data collection procedure and analysis, participants, and ethical concerns. In this study, a qualitative research method was used.

This study explores the challenges and successes early childhood teachers experience with facing diversity in their classrooms. The purpose of this qualitative interview study is to investigate kindergarten teachers' perceptions, beliefs, and teaching practices concerning anti-bias education in Seoul, Korea. Research questions are: (a) What are the teachers' background knowledge and perceptions of anti-bias education? (b) How do they implement anti-bias education in their classrooms, and what are some strategies they use and challenges they face? (c) What are their beliefs about using anti-bias education approaches and how prepared do they feel? (d) What kind of support and teacher education programs do teachers want in order to effectively implement anti-bias curriculum and create a classroom where differences are valued and respected? (e) How much are all the questions above influenced by the amount of work experience with culturally diverse students and teacher education experience?

Research Design

This study used a qualitative interview design to examine the perspectives, thoughts, and instructional practices of the eight early childhood teachers. Interviews were audio recorded and transcribed verbatim and served as the primary source of data. It is difficult to quantify or generalize teachers' perceptions, beliefs, and teaching practices

using anti-bias approaches in a classroom. Merriam (1998) argued that qualitative research examines how people make sense of their lives and experiences. There are multiple realities that are subjective, not objective. When finding out perceptions, opinions, beliefs, experiences, and attitudes, it is suggested researchers use the technique of interviewing (Glesne, 1999). During the interviews, there is significant interaction between the participant and the researcher (Kvale, 1996). Kvale commented that the advantage of using a semi-structured interview is that it has a sequence of themes and suggested questions to be covered and provides flexibility for changes of sequence and question forms in order to accommodate the participants' needs.

Most of the studies that were done in Korea examining teachers' perceptions of anti-bias education are quantitative studies using surveys with structured questionnaires. The researchers in most of these survey studies have mentioned a need for qualitative action research or interview studies on teachers' teaching practices with anti-bias education as a recommendation for future research (Kim, 2010; Park, 2002).

Thus, based on a review of previous studies done in Korea, the current study conducts an in-depth interview study examining early childhood teachers' perceptions, beliefs, and deeper challenges of implementing anti-bias education. I chose to use this research design, because it is the approach that addresses the research questions the best. All the participants were interviewed with semi-structured and open-ended questions.

Site of the Study

This study took place in Seoul, Korea. As of September 2016, according to the Ministry of Government Administration and Home Affairs, the foreign population in

Korea, including migrant workers, increased to over 2 million, accounting for 3.4% of the

total population (Figure 1).
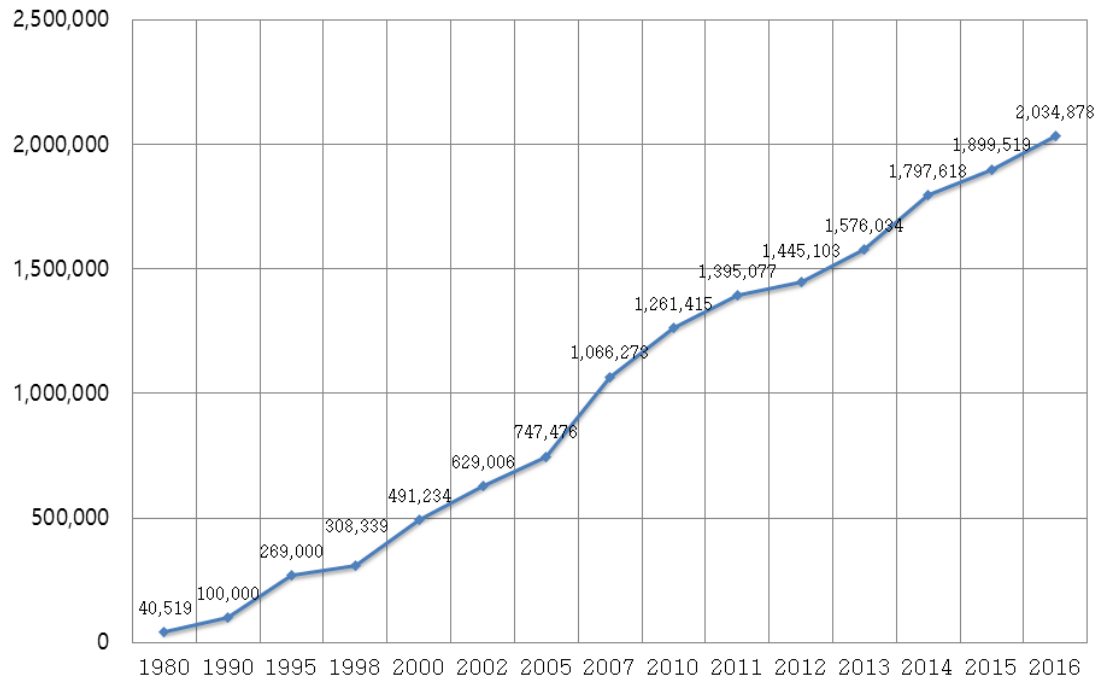
Figure 1. A report of foreign residents in South Korea (Korean Statistical Information
Service, 2016).

All of the teachers who participated in this study are currently working in the city

of Seoul, Korea. Seoul is the capital and largest metropolis of South Korea. Almost half

of the total Korean population resides in Seoul (Korean Statistical Information Service,

2016). It is surrounded by Incheon metropolis and Gyeonggi province. Although all the

participants are currently teaching in the Kindergartens in Seoul, among the eight

teachers, three teachers had experiences of working in Incheon metropolis and Gyeonggi

province.

According to Statistics Korea (Korean Statistical Information Service, 2016), the

largest foreign and immigrant population resides in Gyeonggi province (31.8%), and the

second largest foreign and immigrant population resides in Seoul (26.3%). Though a large population of immigrants and foreign workers reside in Seoul, the majority of them reside only in 5 districts among the 25 districts in Seoul: Yeongdeungpo, Guro, Geumcheon, Dongdaemun, and Yongsan district. Some of the districts have large industrial complexes or a U.S. military base.

The two kindergartens where the teachers in group A are currently working are located in Nowon district with a less diverse population. Both of these kindergartens have children mostly from middle or upper-middle class families. The teachers who had more experience working with diverse students, are currently working or have worked in districts with a large number of foreign workers, immigrant families, and low-income families.

Participants

There were two groups of in-service teachers from the government-certified kindergartens in Seoul. Teachers of one group had more experience teaching in multicultural classroom settings, and teachers in the other group had less experience teaching in multicultural classroom settings. The teachers in both groups were born and raised in Korea and had been educated within the Korean educational system.

Participants filled out a very short demographic information survey before the interviews (Appendix A). Table 1 shows the demographic information of the eight in-service teacher participants. All the participants were female kindergarten teachers. Participants in group A, teachers from A-1 to A-4, currently work at culturally less diverse kindergartens, where there are no multicultural students attending this year.

Participants in group B, teachers from B-1 to B-4, currently work at culturally diverse kindergartens and had relatively more experience working with diverse students compared to the teachers of group A. All of the teachers in group B are working at four different kindergartens in Seoul.

Table 1. Demographic Information of Participants

	Age	Years of Teaching	Education Background	Year of Graduation	Work Locations
A-1	37	15	Associate Degree	2003	Seoul
A-2	38	13	Bachelor's Degree	2004	Seoul and Incheon
A-3	30	6	Bachelor's Degree	2010	Seoul and Gyeonggi
A-4	36	14	Associate Degree	2002	Seoul
B-1	32	9	Bachelor's Degree	2008	Seoul
B-2	38	15	Bachelor's Degree	2001	Seoul
B-3	42	16	Associate Degree	2000	Seoul
B-4	38	15	Associate Degree	2001	Seoul and Gyeonggi

Ethical Considerations

The two issues that dominate traditional guidelines of ethics in research involving human participants are informed consent and the protection of participants from harm (Bodgan & Biklen, 2002). Informed consent assured that human participants in this research study participated voluntarily and that they understood the purpose and procedures of the study and any risks or obligations involved. The human subject permission from the Missouri State University Institutional Review Board (IRB) was

granted to pursue this research (Appendix B). I gave the participants the letter of consent a few days ahead of the interview sessions and explained about the study and what was involved in the consent letter verbally. I stated any possible risks, such as possibilities of feeling discomfort in sharing their knowledge and honest thoughts, in the informed consent, and I scheduled the interview dates and time according to the participants' preference to reduce stress of losing their time.

The protection of participants ensured the information obtained was kept confidential to protect participants' privacy and did not harm them in any way. The voice recording files and written interview notes were stored in a locked file box. Participants' names are not used in this study, instead the teachers' identity was described as teacher A-1, A-2, B-1, B-2, and so on.

Being a qualitative research project, this study has potential for risks for ethical issues that come while research is being conducted (Gay et al., 2011). Due to the nature of qualitative methods, research plans can be changed as the understanding of the research settings grows. As the plan evolves with added understanding of the context and participants, unanticipated ethical issues can arise and need to be resolved on the spot. The closeness of the researcher with the participants may also create unintended influences on objectivity and data interpretation. Thus, I maintained an ethical perspective with regard to the research that is very close to my personal ethical position. I did not anticipate any risk of harm to the participants.

All the participants were treated with respect and without deception. In order to enable the participants to feel free to express their experiences and thoughts, it was my

responsibility to make sure they felt comfortable and safe. As Smith (1990) suggested, I was prepared to respond in a manner that is comfortable and natural for me.

Data Collection Procedures

I visited 3 kindergartens in Seoul and explained about the study and received permission from two kindergartens to do the interviews with the teachers who teach there. The 4 teachers in group A were currently teaching at the two Kindergartens approved by their principals. The 4 teachers in group B were recruited by advertising on a local website. I explained about the study and limited the participants to 'in-service teachers with lots of experience teaching culturally diverse children.' I called each of the teachers who contacted me with their interests. I explained about the purpose and procedures of the study more in detail. They all had experience with teaching in multicultural classrooms and were currently teaching in culturally diverse classrooms. I scheduled a date to meet with all the participants to receive an official approval from them using the informed consent letter.

In the first meeting, I explained about the study and what was written in the consent letter, which was translated into Korean, and had them sign it (Appendix C). We agreed to meet for one-on-one interviews about a week later. As I was interviewing them, I kept notes to write anything that came to my attention and wrote down their attitudes and non-verbal expressions. I used my cell phone to record the full interview sessions. The data obtained from interviews were transcribed and analyzed. Transcripts were read and reread several times, and additional notes were written while reading through the transcripts.

Instrumentation. I used semi-structured and open-ended questions for the interviews to give respondents the opportunity to expand on their answers and elaborate in their own way (Appendix D). I used an audio recorder app from my smart phone to record all the sessions of the interviews. The interview took place where the participants were most comfortable. Some interviews took place in participants' kindergartens after finishing their work, and some interviews took place in their homes.

Some of the questions asked in the interview can be divided into four sections:

1. Teachers' background knowledge and perceptions

    - Have you taken any anti-bias/multicultural education related courses in College?

    - Did you receive any training on this matter after you became a teacher? If so, how was it done? Could you describe what you learned from the training?

    - How much are you familiar with this topic? What made you become familiar or unfamiliar with this topic?

    - How can you describe your knowledge or goals of anti-bias education in ECE?

    - What are the topics or contents that you think can be included in anti-bias education?

2. Teaching practices

    - What different diverse students do you/have you had in your class? When? How was it to have him/her in your class?

    - Do you implement anti-bias education in your classroom? How do you do it?

    - What are some strategies you use when you face students with diverse needs?

    - What difficulties/challenges do you face when you have students with diverse needs?

    - Do you feel like student's ethnic diversity has grown since you became a teacher? What other diverse groups of students do you think has grown?

    - What are some issues of bias you face more these day?

    - What are some special cases you remember with students and families from

diverse background?

3. Teachers' beliefs and self-efficacy

- Do you think young children hold biases and have you seen any discrimination going on in your class?

- Did you ever notice your own bias when facing diverse students and families? Can you give some examples?

- How much do you feel the need of implementing anti-bias education for children and reinforcing for teacher education? Why do you think so?

- How much do you feel confident in teaching anti-bias education? What comes to your mind immediately when you were told that a student with special needs or different ethnic background will join your class?

4. Support for teachers

- Do you feel like the policy for supporting multicultural families is also helping you support the students in your class? Why do you think so?

- What kind of support or teacher education programs would you wish to receive? What delivery method or teaching method would work best for you?

All the interview questions listed above are related to the questions this study is trying to answer, as discussed in the introduction.

Role of the Researcher. I was an interviewer in this study. When interviewing the participants, I listened more, and asked follow-up questions when needed. I avoided leading questions and did not interrupt when they were speaking. I kept focused, asked for more details, kept a neutral demeanor, and did not debate with the participants over the answers. I also collected artifacts and documents that can support the phenomenon. I avoided any possibility of researcher's bias in the data collection process.

Data Analysis

The data obtained from the interviews were transcribed and analyzed. First, each recording of an interview was transcribed verbatim. I translated the interview into English as I transcribed. When I found something significant, I wrote my thoughts in a different color in the transcript. Second, I read and reread the transcript several times to look for patterns between the two groups, and I coded units of important words. (Erlandson, Harris, Skipper, & Allen, 1993). Open coding involved reading the transcript line by line and highlighting and labeling important words and phrases (e.g., "especially in Korea," "It was a shock" "I feel some need," "I strongly feel," "I figured out," "It's quite difficult"). Also, I analyzed the interviews by grouping the key words under each question. For example, I wrote down the key words under each question that asked about participants' preference for teacher education method as below:

Teacher A-1: watching a class, modeling

Teacher A-2: lesson plan examples, useful, call center

Teacher A-3: relevant to teachers, know the reason

Teacher A-4: examples of lesson plans, materials, tools

Teacher B-1: communication between the teachers, discussion,

Teacher B-2: Lesson plan for each topic, translation service

Teacher B-3: small group, with same needs, meet every…

Teacher B-4: connection, other centers, linked

All of the data was reviewed many times in order to offer thorough "descriptions of setting, participants and activity" and "categorizing the coded pieces of data and grouping them into themes" (Gay et al, 2011, p. 467). To organize the data and make it more visual,

I made tables and drew a mind-map of the data (Appendix E), grouping the themes into different categories. Placing the page number of the transcript in each section helps to find the transcribed interview more easily.

Finally, the data was grouped into four main categories: (1) teachers' background knowledge and perceptions, (2) teaching practices, (3) beliefs and self-efficacy, and (4) support for teachers. The two participant groups' thoughts, ideas, beliefs, and teaching practices were compared under each category. Then, I wrote a detailed summary under each main category making connections to the data from the other categories. For example, I looked for a relation between the teachers' beliefs (one category) and their teaching practices (the other category). After analyzing the data, I narrowed it down to four significant patterns and aspects as an interpretation of the data given in the discussion.

RESULTS

The purpose of this interview study is to investigate kindergarten teachers'

perceptions, beliefs, and teaching practices concerning anti-bias education in Seoul,

Korea. Research questions investigated in this study were:

1. What are the teachers' background knowledge and perceptions on anti-bias education?

2. How do teachers implement anti-bias education in their classrooms, and what are some strategies they use and challenges they face?

3. What are teachers' beliefs of using anti-bias education approaches and how much do they feel ready?

4. What kind of support and teacher education programs do teachers want in order to effectively implement anti-bias curriculum and form a classroom where differences are valued and respected?

5. How much are all the questions above influenced by the amount teachers' work experience with culturally diverse students and teacher education experience?

This chapter analyzes the findings according to four main categories that answer

the questions above: (1) teachers' background knowledge and perceptions, (2) teaching

practices, (3) beliefs and self-efficacy, and (4) support for teachers.

Background Knowledge and Perceptions of Anti-Bias Education

In this section of findings, three aspects of teachers' experiences and thoughts will

be analyzed: (a) teachers' experience of participating in anti-bias/multicultural pre-

service and in-service teacher education programs, (b) their definition and goals of anti-

bias education for young children, and (c) contents that can be included in anti-bias

education.

Anti-bias Teacher Education Experience. Only two teachers (A-3 and B-1), who graduated most recently, had chances to learn about multicultural education when they were in college (Table 2). However, both of them could not remember much from the class. Teacher B-1 said, "Maybe there was a unit in a course that talked about multicultural education, but I really don't remember much at all."

Table 2. Anti-bias teacher education experience

	In College	In-service Teacher Education
A-1	No	Don't remember
A-2	Don't remember	Yes, from Save the Children
A-3	Maybe	No, but studied by myself
A-4	No	Yes, but briefly
B-1	Maybe	No, only read a guide book
B-2	No	Yes.
B-3	No	No, only read a guide book
B-4	No	Yes, but briefly

After they became kindergarten teachers, four teachers, two teachers from each group, had experiences in participating in in-service teacher education programs once or twice that partially dealt with similar issues. Most of them did not remember much from the teacher education programs, except for teacher A-2 and B-2. Teacher A-2 remembered what went on during the session and the topics that were discussed.

> The organization called 'Save the Children' contacted our kindergarten to offer a class on human rights for the children and the teachers. So, they came and provided human rights education for teachers. Then, a few years later, a speaker from the same organization came to a teacher training session I was attending. He

provided teaching materials and tools for teachers to use in class, so we could use them when conducting a lesson on human rights for students.

Among the other four teachers who did not receive any training, one teacher, A-3, had a chance to study about anti-bias education on her own.

> While, I was studying for an examination to earn a teacher certificate to teach at government-run kindergartens, I remember reading about anti-bias education and listening to the lectures on-line. I noticed that I was paying more attention to my words and actions to create a bias-free classroom environment after studying about it. For example, before, I only used the color blue for name labels for boys, and pink for girls, because I didn't think much about it. But, after studying about anti-bias education, I've been using different colors for boys and girls and think more before I do something or teach something.

Though she never participated in a training session, she showed relevantly deeper understanding of anti-bias education than those who briefly learned from teacher training programs (A-4, B-4). Three teachers with no teacher education experience only encountered anti-bias curriculum through some of the guide books the Department of Education distributed to their kindergartens.

Defining Anti-Bias Education for Young Children. Teachers in group B were able to provide more relevant definitions of anti-bias education than teachers in group A. Teacher B-1 described anti-bias education as "an education that would help children to accept differences and to provide equal opportunity of learning." Two teachers from group B (B-2, B-4) were able to compare the concepts of multicultural education and anti-bias education. Teacher B-2 stated that "anti-bias education includes much broader topics than multicultural education, like bias towards race, gender, culture, economic status, ability, and appearance."

Most of the teachers in group A had general ideas of what anti-bias education was, but they had limited understanding of it, except for teacher A-3, who had less experience

of teaching culturally diverse students, but had studied about anti-bias education on her own. She described the purpose of anti-bias education without hesitation as "the goal of anti-bias education is to expand the children's capacity of acceptance and ability to embrace people who are different from them. Children gain biases from their home or media as they grow. My role as a teacher is to redirect them, when I see children having bias, so they can embrace differences."

Teachers with more experience with teaching diverse students and with participating in teacher education were slightly more familiar with the concept of anti-bias education, but they still did not know how to implement it. All of them were more familiar with the concept of *multicultural education* than *anti-bias education*. Teacher B-4 said, "I have heard about it, so I am a little familiar with the concept… but it is still difficult to me."

Contents of Anti-Bias Education. All the teachers mentioned "multi-culture," as a content included in anti-bias education. Other than dealing with bias towards cultural diversity and disability, teachers considered "bias towards single-parent families" (A-1, A-2, A-4, B-1, B-3), "children with disability" (A-1, A-2, A-3, A-4, B-1, B-3, B-4), "children's appearance like obesity" (A-3, A-4, B-2, B-3), "developmental delays" (A-3, B-1, B-4), "gender role" (A-2, A-3, A-4, B-1, B-3), "race" (B-2, B-4), "language differences" (B-4), and "low-income families" (B-2, B-3, B-4) as topics of bias that can be included in anti-bias education. Teachers from group B were able to name a few more topics than teachers from group A: "developmental delays, connections between gender and jobs, race, language differences, and low-income families."

The results revealed that teachers' perceptions of anti-bias education are influenced by their experiences of teacher education, but only when it was effectively done. Regardless of their teacher education experience, teachers with more experience with teaching in diverse classrooms were able to name more topics of anti-bias education. This indicates that perceptions of anti-bias education are not only affected by the amount of experience teachers had with diverse children, but also by the teachers' experience of teacher education and its quality.

Teaching Practices with Anti-Bias Education

In this section of findings, three aspects of teachers' teaching experiences and thoughts are analyzed: (a) different groups of diversity and its growth, (b) implementation of anti-bias education, and (c) challenges.

Different Types of Diversity and Their Growth. Teachers in group A had one or two students from multicultural families and students with minor disabilities or developmental delays in their previous teaching years. Currently, the teachers in group A were teaching students from diverse family structures, but all children were from culturally dominant families. Other than the diverse students mentioned above, teacher A-1 had an experience of teaching a student from a family who fled from North Korea, and teacher A-2 had a Korean-American boy who attended her institution every summer to experience Korean culture and language.

Teachers in group B had more experience with teaching culturally diverse students. They were currently teaching children from multicultural families, which refer to, in most cases, families formed through international marriages. They have been

having students from multicultural families almost every year in the past 5 to 7 years, whose mothers were from Vietnam, China, Japan, Philippines, Australia, and more. Only a few children came from migrant families (foreign workers) where both of the parents were not Korean. Teacher B-1 shared her reasons for not having many children from migrant foreign worker families. She stated that "If the parents are both not Korean, they don't get the financial support from the government. When all the other Korean children's fees are mostly paid by the government, they have to pay the full price. That is why many of the foreign workers can't even send their children to Korean kindergartens."

Teachers in group B also had more experience with teaching children with special needs, such as developmental delays, autism, and minor disabilities. Teacher B-2 and B-3, along with A-1, had experience with teaching children from families who fled from North Korea.

When all the participants were asked if they felt like ethnic diversity has grown over the years, all the teachers in group A answered "a little, not much," while teachers in group B shared a different opinion. Teacher B-2 with 15 years of teaching experience said:

> I definitely see it growing. I remember having my first multicultural student about 6 to 7 years ago. Since then, I've been having one or two multicultural students in my class every year. Because my kindergarten is located where there were many complexes with sewing factories, there were more multicultural students attending our kindergarten.

Teachers in group A did not notice as much growth of ethnic diversity in ECE as teachers in group B. Instead, teachers in group A noticed the growth of diversity in other areas. Teacher A-2 noticed "the number of children coming from diverse family structures, like single-parent homes or divorced homes is growing." Teacher A-4 also said, "I see growth of diverse family structures. Like, single-parent families, parents not

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living together due to many reasons, parents who are in a process of getting a divorce…"
This finding indicates that the topics of bias teachers are interested in can differ
depending on who they are teaching.

Implementation of Anti-Bias Education. All the teachers claimed that they
"implement anti-bias education in their classrooms to some extent (A-4)." Teacher B-1
also said, "It was briefly mentioned under a topic called 'Our World' this year." The most
common method they used was teaching different cultures as a part of a curriculum under
a unit called "different countries around the world." Teacher B-2 shared her way of
implementing anti-bias education. She said, "I do implement multicultural education,
because we always have a child from a different culture. Once, we were learning about
China and we had a child from China. I had her come up and asked her to say something
in Chinese and tell the class more about China."

Teachers B-3 and B-4 used media and play to teach the children about different
cultures. Teacher A-2 used teaching materials she got from the organization called "Save
the Children." When the teachers said they do implement anti-bias/multicultural
education in their classrooms, in most cases, they occasionally added onto the existing
curriculum, which is referred to as using a *tourist approach* by Derman-Sparks and
Edwards (2010).

There was one thing most of the teachers did, but did not mention as a part of
anti-bias education teaching practices. It was intervening between children right away
when they saw or heard some kind of discrimination going on in their classrooms. Only
teacher A-3 thought of her actions as implementing anti-bias education.

> I do my best to implement anti-bias education whenever I could. I just talk to my
> students about the issues of bias during the class, play time or story time. For

example, if a child says "my mom does all the cooking and cleaning at my house, not my dad." Then, I try to help the class to think about the issue of gender role by asking, "Wouldn't it be better if mommy and daddy did the cooking and cleaning together?"

Teachers in both groups remembered not having much of a strategy for managing a diverse classroom when they first became a teacher. However, they were able to attain more strategies over the years of working with diverse children and their families. Teachers in group A pointed out "approaching differently according their needs" (A-2), and "modeling" (A-3) as their strategies when they faced children with diverse needs or to teach about equality. Teachers in group B mentioned some strategies such as, "making a strong bond with the child" (B-1), "talking to the whole class ahead to minimize any discrimination" (B-3), and "taking time to listen to what the child has to say" (B-4). Teacher B-1 made an effort to communicate with Filipino parents who did not speak Korean by using their language. She said, "I wrote important things down on a separate paper in English, like… things he needed to bring to the class or whenever there was a field trip. I made sure his parents wouldn't feel left out. This was possible only because I speak some English, but with teachers who don't speak English, it won't be easy."

Interestingly, all the participants used similar teaching practices for anti-bias education. Though teachers who had more knowledge on anti-bias education made more effort to create a bias-free classroom, all the teachers used *add-on-to-the-curriculum* approaches. All the personal strategies they used were not something they were taught to do, but something they attained through the years of teaching. Although teachers had limited information, knowledge, and resources on how to implement anti-bias education, they were doing their best to make all the children feel included in their classroom.

Challenges. The biggest challenge teachers faced with culturally diverse students was "communicating with their parents who don't speak Korean" (A-1, A-3, B-2, B-4). When the student's mother could not speak Korean, teachers tried to talk with the father (if the father was a Korean). In many cases, this strategy did not work either. Teacher B-2 said, "Usually, fathers were very busy, so it was hard to get in contact with them. Or, they didn't know much about the child. Sometimes, there were hard feelings with the mothers due to *miscommunication*." Teachers also had difficulties teaching students who could not speak much Korean. Teacher B-1 said, "He had a hard time following the instructions and catching up with the others. I had him sit near me, so I could help him better. I always double checked to see if he understood or not. Sometimes, I would sit with him one-on-one to teach him more Korean, but there really wasn't much *time* for that."

Second, teachers in group A faced difficulties approaching children with diverse family structures. As family structures are becoming more diverse, such as single-parent homes, foster homes, divorcing homes, and children who live with their grandparents, teachers had to face some situations they were not aware of. Teacher A-4 shared her story of a boy whose parents were currently in the process of getting a divorce. "His mother asked me over and over, 'Please, don't let his father pick him up,' because they were still fighting over the child's custody. But, when his father came to the kindergarten to take the boy with him, I really *didn't know what to do*. I think teachers need training on issues like this."

Third, when teachers were told at the beginning of a school year that a child with a disability will join their class, teachers had concerns and doubts. Teacher B-3 thought:

> Because I *don't have enough knowledge* about how to approach students with special needs or disabilities or have *any support*, I really worry a lot whenever

they come to my class. I do what I can, but I am not sure if what I am doing is sufficient. A specially trained teacher is sent to our school when there is a child with special needs, but they only come a couple times a week to just check on his progress.

Fourth, when teacher B-4 had three children with ADHD in her first year of teaching, she had a difficult time. She said, "Because I *was not trained* how to teach or guide children with ADHD, that year was very hard for me. I looked up some books and resources myself to learn more about kids with ADHD."

Fifth, when teacher A-1, B-2, and B-3 had an experience of having a student from a family who fled from North Korea, they admitted that they were surprised by the child's unexpected responses and behavior. Teacher A-1 said, "When I showed a picture card of someone saying hello, the girl from North Korea said the man in the picture is saluting a soldier. I remember not knowing what to say at that moment."

Lastly, teacher A-2 shared her experience of teaching a Korean-American boy and acknowledged her ignorance about cultural differences. She said, "Because this boy was still a Korean, though he was born and raised in America, *I assumed* he wouldn't be so much different. But, he was in many ways very different. His way of reacting to others, his drawings and everything... I didn't think of it as negative, but I was surprised."

All the teachers pointed out that they were not prepared or trained to meet the needs of diverse populations. Another challenge of implementing anti-bias education was lack of time. Teacher A-4 said, "there are so many things that we have to teach to meet the standards. The Department of Education requires us to focus on certain types of education every year. Last year the emphasis was on safety. We really *have no time* to do other things." In most cases, the difficulties teachers discussed were mainly due to lack of *knowledge*, *support systems*, and *time*.

Beliefs and Self-Efficacy When Using Anti-Bias Approaches

In this section of findings, three aspects of teachers' opinions and thoughts are analyzed: (a) seeing bias among children and in themselves, (b) readiness and confidence, and (c) the need for implementing anti-bias education for children and for themselves.

Seeing Bias Among Children and in Themselves. All participants thought "children hold biases to some extent, though it might not be as much as adults" (B-4). Teacher A-4 said, "Children not only hold biases but express their honest thoughts very bluntly which at times becomes discrimination." Though some children are more open and free from holding bias, teachers all had seen some children holding bias towards other children with "developmental delays" (B-1), "language barriers" (B-2), "disability" (B-2, B-3, B-4), "gender role" (A-3, A-4, B-3), "skin color" (B-3), and "appearance" (A-1, A-2). Teacher B-2 thought children in Korea tend to hold more biases "because they have fewer opportunities to experience people who are different from them, not like England or America."

When teachers were asked to share their honest thoughts about their own biases, teachers in group B were more open with expressing their honest feelings about their own biases. Teacher B-2 said, "When I am told that a child from a multicultural family will join my class, I honestly think that if the child is from western countries or Japan, where human rights are more respected, it will be much easier for the child to adjust." Teacher B-4 shared her feelings when a child with autism attended her institution.

He had developmental delays and also autism. He was actually not in my class, but sometimes he would come into my classroom when we are not there, making a huge mess. I think I began having negative thoughts against kids with autism. I remember

blaming his mother thinking, 'why wouldn't she send him to a special education institution?'

Teachers in group A had less awareness of their own biases and showed some confusion between 'noticing the differences' and 'holding bias.' Teacher A-1 said, "I thought to myself this child is different because he is from North Korea, wouldn't this be also holding biases?" She thought noticing differences can be a part of holding bias.

Readiness and Confidence. Teachers with more experience teaching diverse children and teachers and with more experience with anti-bias teacher education showed more confidence and readiness than others. Yet, all the teachers felt they were not fully ready to implement anti-bias education professionally. Teacher A-3 said, "When I first became a teacher, I was too ignorant about this topic. But after I studied about it and became more aware on this topic, it seems to be more difficult to me, because now I know this is important, but I don't know how to do it. I can say I use more anti-bias approaches than before, but don't feel it's enough."

Teacher B-2 also shared similar feelings. She said, "I have about 50% of confidence, because, even though I do my best to help my students, I am not ready to educate them in this matter professionally. I think I can do it with more confidence if I get trained to do it better."

Their lack of confidence was due to the lack of training opportunities. They were doing their best to make a safe environment for their students, but they had less confidence because they were not professionally trained to use anti-bias approaches.

The Need for Anti-Bias Education for Children and for Themselves. They all felt a need for training on this subject for teachers and young children. But, teachers in

group B expressed a stronger need for anti-bias education for their students and for the teachers. Teacher B-4 answered, "Yes, I strongly feel we as teachers need to be trained and children do as well." Teacher B-3 also said, "Children really need to be trained in this matter, because kids these days tend to be more self-centered and have a hard time accepting differences." Teacher B-2 also thought, "We must implement anti-bias education, because all the children have rights to be happy and we all must learn to respect others." Also, teachers in group B mentioned a need for this training "not only for the teachers but for the parents as well" (B-1, B-3).

Overall, teachers who had more experience with teaching diverse students and more teacher education had a higher self-awareness of their own biases and felt a stronger need for implementing anti-bias education in their classrooms.

Support for Teachers and Ideas for Teacher Education Programs

In this last section of the findings, the support teachers want and ideas on how the teacher education programs should be brought to them are analyzed. There have been more services and support for multicultural families provided by the government since 2004, when the Multicultural Family Support Act was passed. However, all the teacher participants said they had not been provided with any support to effectively serve multicultural families in ECE. They expressed a need for more support that can directly help teachers.

As to teacher training method, there were mainly four things teachers mentioned. First, the most preferred training method was to directly show them some examples of implementing anti-bias curriculum. Teacher A-1, A-2 and A-4 had similar ideas. A-1 said,

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"I gain the most by watching a class. Watching someone teaching an anti-bias curriculum and implementing it would help me the best." Teacher A-4 said, "Examples of lesson plans and teaching materials or tools that I can directly use would be most helpful."

Second, a training that would affect the personal level of the teachers was recommended. Teacher A-3 and B-4 mentioned the importance of change in values and truly knowing the reason why they have to be anti-bias activists. Teacher A-3 thought, "It will be most effective when teachers know the reason why they should receive this training."

Third, teachers felt a need for connecting early childhood institutions with multicultural support centers or special education institutions. Teacher B-2 and B-4 shared similar ideas. Teacher B-4 shared her idea as below:

> Right now, there is no connection between the kindergartens and multicultural centers or special education institutions. So, we can't communicate or gain information from those centers. But if kindergartens and those centers are linked, they can come and provide training for teachers or we could visit their centers with our children as well. The multicultural centers can also provide translation services for us, so we could better communicate with the parents who don't speak Korean.

Forth, Teacher B-1 and B-3 wished to participate in teacher-centered support group meetings with teachers who have similar needs. They could have discussions and share information. They wanted a method that could directly meet the teachers' needs. Teacher B-3 shared her ideas on this as below:

> Let's say this year I have a child that is hard of hearing. I wouldn't know how to approach this child. If there is a training opportunity for this matter, all the teachers in this district with the same needs would come to share challenges and ideas, and it would be very helpful. We could meet every few months to discuss the problems and support each other. Like, different study groups made of teachers with their specific needs.

These suggestions from the teachers can bring positive changes to current teacher education programs. This chapter of results analyzed teacher participants' perceptions, teaching practices, beliefs concerning anti-bias education, and recommendations for future teacher education. The next chapter will present a discussion based on the results from this chapter.

DISCUSSION

The primary purpose of the present research was to explore early childhood teachers' perceptions, beliefs, and teaching practices concerning anti-bias education in Seoul, Korea. Two groups of teachers were interviewed with semi-structured and open-ended questions. In this section, the results are analyzed under the four different categories from the previous chapter: (1) teachers' background knowledge and perceptions, (2) teaching practices, (3) beliefs and self-efficacy, and (4) support for teachers. This chapter will summarize and interpret the findings from this study, and discuss the strengths and limitations of this study. Implications and directions for future research are also presented in this chapter.

Summary

The narratives and lived experiences of the teacher participants gave a deeper understanding of kindergarten teachers' perceptions, beliefs, and teaching practices related to anti-bias education. They also provided helpful suggestions for effective teacher training programs. From the interpretation of the data, four aspects stood out: (a) the importance of quality and relevancy in teacher education, (b) the growth of diverse groups in Korea from the perspective of early childhood teachers, (c) the relation between teachers' beliefs and teaching practices, and (d) helping teachers overcome their challenges.

The Importance of Quality and Relevancy of Teacher Education. The importance of teacher education was already mentioned in the literature review (Derman-

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Sparks & Edwards, 2010). The results showed providing teacher education opportunities for teachers is important. However, how it is done is even more important. Not all the teachers who participated in anti-bias/multicultural teacher education programs had more knowledge or awareness on this topic than those who had never attended a teacher education program. When the training was done effectively, it had an impact on teachers' thoughts and values.

The results revealed that teachers' perception of anti-bias education was influenced by their experiences in teacher education, but only when teacher education was done effectively. Derman-Sparks and Edwards (2010) pointed out that good teacher education programs should increase teachers' awareness and understanding of social identities and ability to open up dialogue with others on this topic. Thus, teacher educators and professionals need to provide effective and relevant teacher education programs that meet the anti-bias learning goals for teachers.

The Growth of Diverse Groups in Korea from the Perspective of Early Childhood Teachers. In order to provide a relevant teacher education program for the teachers in Korea, it is important to know about the growth of diverse groups in Korean society, especially in early childhood institutions. In the literature review, the growth of the foreign population rate and the four disadvantaged sociocultural groups were mentioned: (1) families who fled from North Korea, (2) Chinese-Korean migrants whose numbers are increasing rapidly in Korea, (3) foreign workers mainly from South-East Asia many of whom stay as undocumented, (4) multicultural families that were formed through international marriages (Ministry of Government Administration and Home Affairs, 2015).

The results from this study revealed different diverse groups that teacher participants have been experiencing since their earlier years of teaching until now. As I compared the diverse groups teachers have mentioned from their experience with the general disadvantaged groups in Korea, I noticed that teachers have had many children from multicultural families (including Chinese-Korean migrants) and some children from families who fled from North Korea, but not children from foreign worker families whose parents are not Korean. The reason for this was mentioned in the previous chapter. When both of the parents are not Korean, the government does not provide any support for the education fee. This does not mean there are not many children from foreign worker families. Thus, all the disadvantaged sociocultural groups mentioned in the literature review had a strong connection to the diverse groups of children who come or should come to early childhood institutions.

Teachers who are currently working in towns with more ethnic diversity noticed the number of children from multicultural families was growing steadily. On the other hand, teachers who are currently teaching at culturally dominant kindergartens did not notice much growth in ethnic diversity in ECE. Instead, they noticed a growth of diversity in other areas, such as family structures. Thus, the diverse groups teachers experience in ECE were shown to be different, depending on the location of the kindergarten. This finding indicates that teachers should not only learn to approach the four main disadvantaged sociocultural groups in Korea, but also learn about other bias-related topics, such as family structures, gender roles, obesity, developmental delays, disability, language differences, and low-income families, as a part of curriculum planning for anti-bias teacher education programs.

The Relation Between Teachers' Beliefs and Teaching Practices. Teachers'

beliefs were found to have a significant connection with their teaching practices, as was

mentioned in the literature review. Teachers' beliefs often refer to attitudes about

education, teaching, learning, and students. Kagan (1992) argues that teachers' beliefs

have a great influence on the way they perceive, judge, and act in the classroom. This

indicates that if teachers have stronger beliefs in anti-bias education and its

implementation, their teaching practices would be influenced by their beliefs. However,

this study's results do not fully show this phenomenon.

In this study, teachers were shown to have different levels of beliefs depending on

their teaching experiences and their teacher education experiences. Teachers with more

experience of anti-bias teacher education and more experience teaching in diverse

classrooms had stronger beliefs on anti-bias education. They were more open to

expressing their honest feelings about their own biases, and felt a stronger need for anti-

bias education for their students and for the teachers.

On the other hand, teaching practices used by the teachers were almost the same

between the teachers. Although there were some differences, teachers with stronger

beliefs and those with less strong beliefs all implemented anti-bias education by adding

onto the exiting curriculum, using the 'tourist approach' as described by Derman-Sparks

and Edwards (2010). This result did not meet the assumptions made in the beginning of

this research. When the teachers said that they implemented anti-bias/multicultural

education in their classrooms, in most cases, they occasionally added onto the existing

curriculum. The level of beliefs about anti-bias education did not influence their teaching

practices using anti-bias education. The reason was found in their report of self-efficacy

when implementing anti-bias education. Although teachers with stronger beliefs showed a little more confidence than others, all the teachers felt they were not fully ready to implement anti-bias education professionally.

Teachers were doing their best to make a safe environment for all students, but they did not have enough knowledge and support systems. Also, their lack of confidence was due to the lack of training opportunities, and it was affecting their teaching practices using anti-bias education.

Helping Teachers Overcome Their Challenges. A study done in Korea by Kim (2010) revealed the biggest problem teachers in Korea faced with implementing anti-bias education was a lack of training opportunities. Teachers from the current study also thought the biggest problem was lack of knowledge and training opportunities. Some teachers considered lack of time as one of the barriers.

It is clear that teachers need more teacher training opportunities that meet the needs of early childhood teachers in Korea. Stronger support systems are also needed to help the teachers overcome their challenges. The policy makers and professionals need to provide a teacher-supportive framework to empower them.

Implications

The results of this study have implications for implementing anti-bias education, even when the classroom only has students from culturally dominant families. It also has implications for ways to support teachers with their needs.

Anti-Bias Education for All the Teachers in Korea. Korea is changing rapidly from a homogeneous nation to a multicultural and multiracial nation. Yet, there are still

many kindergartens where all the students are from culturally dominant families. Does this mean the teachers who work there do not need to use anti-bias approaches? In this study, teachers who teach culturally dominant classrooms expressed the need for implementing anti-bias education in their classrooms. They did not notice much growth of ethnic diversity in ECE. Instead, they noticed a growth of diversity in other areas, such as diverse family structure, gender role, obesity, and more. Though some children are more open to differences and are free from holding bias, teachers faced bias-related incidents among the students, both in culturally dominant classrooms and culturally diverse classrooms. All children need to learn to be proud of themselves and of their families, to respect human differences, to recognize bias, and to speak up for what is right.

Currently, many universities in Korea have opened multicultural education classes for pre-service teachers, but the emphasis on anti-bias education is still very weak. If teachers in Korea are provided with effective anti-bias teacher education programs, it will not only cover the issues of multiculturalism, but, many bias-related issues teachers face in their early childhood institutions will be addressed.

Ways to Support the Teachers. To help teachers overcome their challenges, more opportunities for anti-bias teacher education must be provided with relevant curricula for teachers in Korea. More resources need to be developed for high quality teacher education programs. Translating recommended books published in the United States on anti-bias education would help establish stronger resources for teacher education in Korea. To make the resources more effective, more data and topics that are suited to Korean settings should be added when translating the recommended books. Also, policy makers need to consider building support systems for teachers. For example,

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providing special education teachers (assistant teachers) for students with special needs, or providing translation services can be helpful. Currently, multicultural family centers provide translation services for the families already. If they can provide the same service for teachers, too, it will help reduce the difficulties that teachers face when communicating with parents who do not speak Korean.

Strengths of the Current Study

This current study has several strengths. First, by using semi-structured and open-ended questions I was able to stay focused on the main purpose of this study, yet hear many examples of cases to understand teachers' deeper thoughts and feelings. For example, when teachers said they strongly felt a need to implement anti-bias education for teachers and young children, I was able to ask the reasons why they felt this way. Also, I was able to ask for examples that related to their feelings or thoughts.

Second, this study interviewed not only one group of teachers with similar teaching experiences, but two groups of teachers with different teaching experiences. The comparison between the two groups brings a deeper and broader understanding of what teachers in Korea experience, think, and believe.

Limitations

Although this was a qualitative interview study, the interview itself can be a limitation. First, the answers they have given me may or may not be an accurate description of what actually happened in the class or how they implemented anti-bias approaches in their classrooms. Also, their report may or may not be an accurate memory

of how they actually felt or responded at that moment, because their memories of previous teaching experiences came from the far past.

Second, translating all the interviews into English was a difficult part. I did my best to translate exactly what they were saying, but in some cases, it may not have portrayed the exact meaning of what teachers were trying to say. When word-for-word (literal) translation did not make sense or seemed unnatural, I used liberal translation to describe more accurately the meaning of their words.

Directions for Future Research

This study explored the phenomenon of early childhood teachers' perceptions, beliefs, and teaching practices with anti-bias education in Korea. The complexity of this phenomenon can be examined through multiple lenses. As a future study, a case study of a teacher who has advanced skills in implementing anti-bias education in Korea would be recommended. Teachers in this study wished for good examples of lesson plans and practical tools. The examples from the case study can be used as an example in teacher training programs. Another recommendation for future research is to interview the parents of minority families to hear their voices on how it is for them to send their children to kindergartens in Korea. This study tried to hear voices from the teachers' perspective. Hearing voices from the parents' perspective will bring more richness to this data. Different perspectives from different groups of people will give more valuable data to help the professionals in developing effective and relevant teacher education programs for early childhood teachers in Korea.

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APPENDICES

Appendix A. Questions of Demographics

번호(#)	질문(Questions)	대답(Answers)
1.	What is your name? 성함은?	
2.	What is your age? 나이는(만으로)?	
3.	How many years have you worked in this field? 유아 교육 시설에서 일 한 경력은?	
4.	What is your highest level of education? 최고 학력은?	
5.	When did you graduate? 졸업 년도는?	
6.	List the names of the city and kindergartens you have worked 근무했던 지역과 유치원 이름을 적으세요.	

Appendix B. Human Subjects IRB Approval

Missouri State
U N I V E R S I T Y

To:
Joan Test
Childhood Ed & Fam Studies

RE: Notice of IRB Approval
Submission Type: Initial
Study #: IRB-FY2017-180
Study Title: ECE teacher's perceptions and practices of Anti-bias/multicultural education in Korea
Decision: Approved

Approval Date: Mar 2, 2017
Expiration Date: Mar 2, 2018

This submission has been approved by the Missouri State University Institutional Review Board (IRB) for the period indicated.

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Federal regulations require that all research be reviewed at least annually. It is the Principal Investigator's responsibility to submit for renewal and obtain approval before the expiration date. You may not continue any research activity beyond the expiration date without IRB approval. Failure to receive approval for continuation before the expiration date will result in automatic termination of the approval for this study on the expiration date.

You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented. Should any adverse event or unanticipated problem involving risks to subjects or others occur it must be reported immediately to the IRB.

This study was reviewed in accordance with federal regulations governing human subjects research, including those found at 45 CFR 46 (Common Rule), 45 CFR 164 (HIPAA), 21 CFR 50 & 56 (FDA), and 40 CFR 26 (EPA), where applicable.

Researchers Associated with this Project:
PI: Joan Test
Co-PI:
Primary Contact: Yerim Hong
Other Investigators: Yerim Hong

Missouri State

U N I V E R S I T Y

Consent to Participate in a Research Study

(연구 참여 동의서)
Missouri State University
College of Education

Early Childhood Teacher's Perception and Teaching Practices
of Anti-Bias Education
반-편견 교육에 대한 한국 유치원 교사들의 인식과 교수의 실제

Principal Investigator (지도 교수): Dr. Joan Test

Co-Investigator (협력 연구자): Yerim Hong (홍예림)

Introduction 연구 소개

You have been asked to participate in a research study. Before you agree to participate in this study, it is important that you read and understand the following explanation of the study and the procedures involved. The investigator will also explain the project to you in detail. If you have any questions about the study or your role in it, be sure to ask the investigator. If you have more questions later, Dr. Joan Test and Yerim Hong will be happy to answer them for you. You may contact the investigator(s) at:
당신은 한 연구 프로젝트에 참여 해달라고 요청 받았습니다. 이 연구에 참여하기로 동의하기 전에 이 연구에 대한 설명과 진행 방식에 대해 자세히 읽어보기를 권합니다. 이 연구 프로젝트에 대한 더 자세한 사항은 연구자가 설명을 해 줄 것입니다. 만약 이 연구에 관한 질문이나 자신의 역할에 대한 궁금증이 있다면 바로 연구자에게 물어보시기 바랍니다. 만약 추후에 질문이 생길 경우는 Dr. Joan Test 혹은 홍예림에게 아래의 연락처로 연락 주시기 바랍니다.

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JoanTest@live.Missouristate.edu

Yerim Hong: 010-9757-3666
Hong85@live.missouristate.edu

You will need to sign this form giving us your permission to be involved in the study. Taking part in this study is entirely your choice. If you decide to take part but later change your mind, you may stop at any time. If you decide to stop, you do not have to give a reason and there will be no negative consequences for ending your participation. 이 동의서에 서명을 함으로 연구자에게 연구참여동의를 해 주셔야만 인터뷰 진행을 합니다. 만약 나중에라도 연구에 참여를 하기 원치 않으시다면 언제든지 의사를 표현해 주신다면 진행을 멈출 수 있습니다. 만약 참여하는 도중 그만두시고 싶으실 경우, 이유를 말씀하지 않으셔도 되고 당사자는 어떤 불이익도 당하지 않을 것입니다.

Purpose of this Study 연구 목적

The reason for this study is to understand early childhood teachers' perception and teaching practices of anti-bias education in Early Childhood institutions. You have been chosen as a participant because you were born and raised in Korea and have been educated within the Korean educational system. Also, you are an in-service kindergarten teacher who is currently teaching in the field of ECE. I would like to interview the struggles teachers face in implementing anti-bias education and how it is being used in the current classrooms.
이 연구의 목적은 한국 유아교육현장에서 교사들의 반-편견 교육에 대한 인식과 교수의 실제를 알아보기 위함입니다. 당신이 이 연구의 참여자로 채택된 이유는 한국에서 태어나서 자라며 한국의 교육 시스템에서 교육을 받은 사람으로서 현재 유아교육 현장에서 교사로 일을 하고 있기 때문입니다. 유치원 교사로서 반-편견 교육과 관련된 교육을 받은 경험이 있는지, 교실에서 유아들에게 어떤 방법으로 시행하고 있는지, 시행하는데 있어 어려움이 있다면 무엇인지에 대해서 인터뷰를 하고 싶습니다. 이 연구 보고서는 한국의 유아교육을 가르치는 전문가들이 교사들을 위한 반-편견 교육을 시행하고자 할 때 고려해야 하는 부분을 제시하게 될 것이고 더 효과적인 교수법을 개발하는데 큰 기여를 하게 될 것입니다.

Description of Procedures 연구 진행 방법

If you agree to be part of this study, you will be participating in a one-on-one interview with the investigator.
1. The interview session will be only one time. You will be answering structured and open-ended questions. I will be taking notes during the interview, and our voices will be recorded.
2. Participants will only meet with the investigator.
3. The investigator will visit the participant's Kindergarten during February 2017 to do the interview. If the working place is not convenient for you, you can choose a more convenient place to do the interview.
4. The expected time for the interview is about one hour.

만약 이 연구에 참여하기로 동의하신다면 연구자와 1:1 인터뷰를 진행하게 될 것입니다.

1.   인터뷰는 한 번 진행 될 것입니다. 참여자는 편안하게 질문에 대한 자신의
      생각이나 경험, 상황 등을 답 해주시면 됩니다. 인터뷰를 하는 동안 연구자는
      기록을 할 것이고 대화 내용을 녹음을 할 것입니다.
2.   참여자는 연구자 하고만 만나게 될 것입니다.
3.   연구자는 참여자의 유치원에 방문해서 참여자의 편리한 시간에 맞추어 인터뷰
      날짜와 시간과 장소를 정하게 될 것입니다.
4.   인터뷰의 예상 소요 시간은 한 시간 정도 입니다.

What are the risks? 위험 요소는 없나요?

The participants might feel discomfort in sharing their knowledge and honest thoughts on anti-bias education. Also, loss of time can be a discomfort for the participants even after the working hours are over as they feel tired.

직접적인 위험 요소는 없지만 인터뷰 참여자는 솔직한 자신의 생각이나 인식을 나누는 것에 있어 불편한 감정을 느낄 수도 있습니다. 또한 수업을 준비해야 하는 시간에 혹은 아이들을 가르치고 피곤한 상태에서 시간을 따로 내서 인터뷰를 해야 한다는 부담감을 느낄 수 있습니다.

What are the benefits? 어떤 유익한 점이 있나요?

You may not benefit directly from this study. However, the information from this study will help you gain more awareness of implementing anti-bias practices for your class.

직접적인 유익이 있지는 않지만 인터뷰를 한 후에 반-편견 교육에 대한 정보를 더 얻게 됨으로 인해 교실에서 조금 더 편안하게 반-편견적인 접근을 실천할 수 있게 될 것입니다.

How will my privacy be protected? 나의 사적인 정보는 어떻게 보호받나요?

The results of this study are confidential and only the investigators will have access to the information which will be kept in a password protected folder on my computer. The recording of the interview will be kept in a password protected folder in my phone. Also, all the notes will be kept in a box with a lock. Your name will not be used in the study, instead it will be identified with participant A-1, A-2, B-1, B-2, and so on. Your name or personal identifying information will not be used in any published reports of this research. All information gathered during this study will be destroyed 2 years after the completion of the project.

이 연구에 대한 결과는 안전한 곳에 보관할 것이고, 인터뷰 내용이나 녹음파일은

비밀번호를 걸어둔 폴더에 저장될 것입니다. 인터뷰 참여자의 실제 이름은 연구 보고서에 사용되지 않을 것이고 이름 대신 A-1, A-2, B-1, B-2와 같은 형식으로 기제될 것입니다. 인터뷰에 관한 모든 기록은 연구 보고서가 작성 된 후 2년 뒤에 완전히 삭제될 것입니다.

Consent to Participate 연구 참여 동의서

If you want to participate in this study, **Facing Diversity in Early Childhood Education: Teachers' Perceptions, Beliefs, and Teaching Practices of Anti-Bias Education in Korea,** you will be asked to sign below:
만약 이 연구에 참여하기를 동의하신다면 아래에 서명을 해주시기 바랍니다.

I have read and understand the information in this form. I have been encouraged to ask questions and all of my questions have been answered to my satisfaction. By signing this form, I agree voluntarily to participate in this study. I know that I can withdraw from the study at any time. I have received a copy of this form for my own records.
저는 이 동의서에 있는 내용을 모두 읽었고 궁금한 사항에 대해 답변을 받았습니다. 이 동의서에 서명함으로 이 연구에 참여하기를 자발적으로 동의합니다. 저는 원한다면 언제든지 이 연구에 참여하기를 거부할 수 있음을 알고 있고, 개인적으로 소지하는 목적으로 이 동의서의 복사본을 받았습니다.

_____   _____

Signature of Participant (싸인)   Date (날짜)

_____

Printed Name of Participant (참여자 성명)

_____   _____

Signature of Person Obtaining Consent   Date (날짜)
(동의서 받는 사람의 싸인)

Appendix D. Interview Questions

Teachers' background knowledge and perceptions

1. Have you taken any anti-bias/multicultural education related courses in College?

2. Did you receive any training on this matter after you became a teacher? If so, how was it done? Could you describe what you learned from the training?

3. How much are you familiar with this topic? What made you become familiar or unfamiliar with this topic?

4. How can you describe your knowledge or goals of anti-bias education in ECE?

5. What are the topics that you think can be involved in anti-bias education?

Teaching practices

1. What different diverse students do you/have you had in your class? When? How was it to have him/her in your class?

2. Do you implement anti-bias education in your classroom? How do you do it?

3. What are some strategies you use when you face students with diverse needs?

4. What difficulties/challenges do you face when you have students with diverse needs?

5. Do you feel like student's ethnic diversity has grown since you became a teacher? What other diverse groups of students do you think has grown?

6. What are some issues of bias you face more these day?

7. What are some special cases you remember with students and families from diverse background?

Teachers' beliefs and self-efficacy

1. Do you think young children hold biases and have you seen any discrimination going on in your class?

2. Did you ever notice your own bias when facing diverse students and families? Can you give some examples?

3. How much do you feel the need of implementing anti-bias education for children and reinforcing for teacher education? Why do you think so?

4. How much do you feel confident in teaching anti-bias education? What comes to your mind immediately when you were told that a student with special needs or different ethnic background will join your class?

Support for teachers

1. Do you feel like the policy for supporting multicultural families is also helping you support the students in your class? Why do you think so?

2. What kind of support or teacher education programs would you wish to receive? What delivery method or teaching method would work best for you?

Appendix E. Mind-Map of the Data
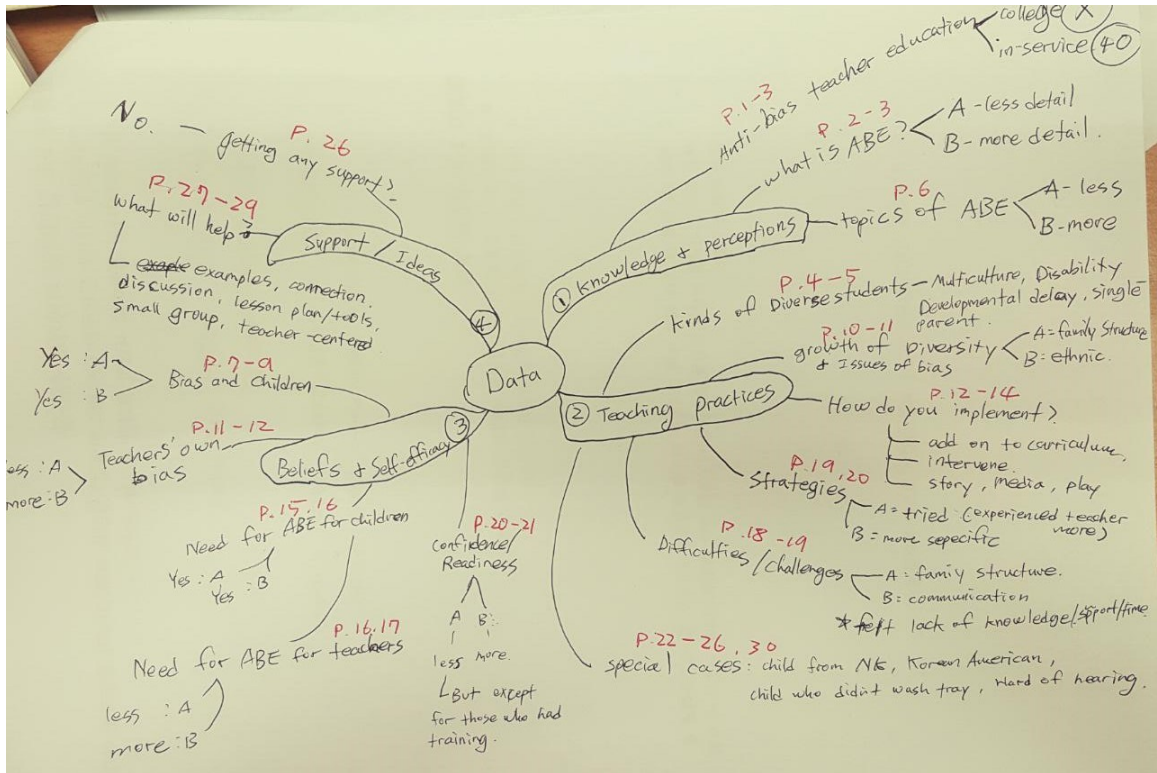
Grouping the themes into four categories using a mind-map to help organize and analyze

the data. Placing the page number of the transcript in each section helps to find the

transcribed interview more easily.