# Monitoring and evaluating instruction in an adaptive multicultural classroom in a private American elementary school in Sharjah from the perspective of headteachers and teachers

رصد وتقييم التعليم في فصل دراسي متكيف ومتعدد الثقافات في مدرسة ابتدائية أمريكية خاصة في الشارقة من منظور مديري ومعلمي المد رسة

**by**

**MAHA ALI RAMADAN**

**Dissertation submitted in partial fulfilment**
**of the requirements for the degree of**
**MASTER OF EDUCATION**
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**The British University in Dubai**

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# ABSTRACT

The study focuses on the tension between recognizing the significance of ethnicity and culture for individual and group identities while avoiding essentializing them in multicultural education theory and practice. The aim is to highlight the importance of a critical approach that combines sociological understandings of identity with an analysis of structural inequalities and power differentials faced by minority groups. The research employs a critical analysis of existing multicultural and intercultural education programs over the past two decades, emphasizing their focus on cultural knowledge acquisition and harmonious relationships. The study reveals that these programs often neglect to address power inequalities related to cultural diversity, race, and racism, and that they can reinforce prejudices without proper critical frameworks. The implications are significant, as these programs often lack consideration of the local context, relying on migrating models. The study underscores the need for more comprehensive, context-specific, and critical approaches in multicultural education to ensure a deeper understanding of cultural diversity, racism, and power dynamics, ultimately leading to more effective and inclusive educational outcomes.

**نبذة مختصرة**

الدراسة تركز على التوتر الناشئ عن التعرف على أهمية العرق والثقافة في هويات الفرد والجماعة مع تجنب تجزئتهم في نظرية وممارسة التعليم المتعدد الثقافات. الهدف هو التسليط على أهمية نهج نقدي يجمع بين الفهم الاجتماعي للهوية مع تحليل للتفاوتات الهيكلية والفروقات السلطوية التي تواجهها الفئات الأقلية. يستخدم البحث تحليلًا نقديًا لبرامج التعليم المتعدد الثقافات وبين الثقافات الموجودة خلال العقدين الماضيين، مؤكدًا تركيزها على اكتساب المعرفة الثقافية والعلاقات المنسجمة. تكشف الدراسة أن هذه البرامج في كثير من الأحيان تتجاهل التفاوتات المرتبطة بالتنوع الثقافي والعرق، وأنها قد تعزز التحاملات بدون أطر نقدية مناسبة. الآثار مهمة، حيث غالبًا ما تفتقر هذه البرامج إلى اعتبار السياق المحلي، وتعتمد على نماذج ترحيل. تؤكد الدراسة على ضرورة نهج أكثر شمولية ومتوافقة مع السياق في التعليم المتعدد الثقافات لضمان فهم أعمق للتنوع الثقافي وديناميات السلطة، مما يؤدي في نهاية المطاف إلى نتائج تعليمية أكثر فعالية وشمولية.

# DEDICATION

This dissertation is dedicated to my three children Hadi, Sami, and Sibelle Al Amine with a heart full of gratitude and love. Your unwavering support, endless patience, and boundless understanding have been my constant motivation throughout this academic journey. Your laughter and smiles have provided the light in even the most challenging times. May this work stand as a tribute to the values of dedication, perseverance, and growth that I hope to instill in you. As you continue to grow and flourish, may you always chase your dreams with the same passion and determination that you've witnessed in me. Remember, this accomplishment is as much yours as it is mine. Thank you for being my greatest inspiration.

To my loving husband, your unwavering belief in me and your unending encouragement have been the pillars of strength that carried me through this journey.

To my dear parents, your love, sacrifices, and guidance have shaped me into the person I am today. This achievement is a reflection of the values you've instilled in me.

With all my love,

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This accomplishment is a result of the collaborative efforts of many, and I am truly grateful for the support and encouragement I have received from Al Durrah school colleagues, my esteemed professor, and the participants who played a pivotal role in the realization of this study.

With profound appreciation,

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# CHAPTER ONE: INTRODUCTION

## 1.1 Overview

Recent years have seen a rise in interest in multicultural diversity in education as its significance for advancing social justice and developing inclusive learning environments has come to light. Students can gain a variety of advantages from diversity in the classroom, such as better critical thinking abilities, increased creativity, and an expanded understanding of different cultures. It is also essential for ensuring that kids are ready to succeed in a world that is changing quickly and becoming more international.

Multicultural diversity is crucial in the educational setting because it promotes an inclusive and equitable learning environment where students from all backgrounds can feel respected and valued. This is especially crucial in the modern world when globalization has increased migration and cross-cultural interaction. Schools can provide opportunity for children to learn about and appreciate various cultures, beliefs, and values by having a more varied student body. This can foster respect and understanding across cultural barriers while assisting in the elimination of obstacles and misconceptions. (J. A. Banks (Ed.), 2001).

Students develop through multicultural education in various manners besides language. Students who have been exposed to a wide range of perspectives and types of thinking, for example, are better prepared to tackle complicated problems and make educated decisions. Furthermore, students who have worked with people from different backgrounds are more likely to succeed in a diverse and rapidly changing workforce.

Multicultural diversity in education is particularly vital in the UAE's educational system. The UAE has a substantial migrant community, with people from over 200 different nations making up its population. This cultural combination has resulted in a rich tapestry of cultures and

customs that may be found in the country's schools. Schools in the UAE can help to develop a sense of belonging and inclusiveness among students from varied backgrounds by supporting intercultural education and ensuring that students have the skills and information they need to succeed in a fast-changing world.

Multicultural education is critical for promoting social justice along with offering inclusive learning environments. Gay, G. (2010). Schools may help to break down barriers, promote cross-cultural understanding, and prepare students for success in a fast-changing world by exposing students to other ideas and ways of thinking. Given the country's diverse population and rich cultural heritage, multicultural education is particularly significant in the UAE.

## 1.2 Rationale of the Study

The rationale for investigating the area of multicultural diversity in education, with a specific emphasis on the UAE region, in particular Sharjah, is based on both literal and logical concerns. As an elementary school coordinator, I've seen personally the obstacles and benefits of encouraging diversity and inclusion in the classroom. The practical rationale for this study derives from my own school experiences in Sharjah, UAE, and observations I've made regarding how multicultural education might effect student learning and success.

One of the main reasons for conducting this study is to investigate and address the pragmatic difficulties that manifest within an educational context when facilitating the academic development of students from assorted cultural, ethnic, or socio-economic backgrounds. An imperative consideration for schools in the United Arab Emirates (UAE) is the development and maintenance of an inclusive and equitable learning environment. This is due in part to the presence of a diverse expatriate community, consisting of individuals hailing from over 200 distinct countries. Consequently, it is fundamental that schools establish pedagogical practices that acknowledge and venerate the singular cultural identities of each student. The significance

of this matter is particularly noteworthy, considering the escalating number of foreign students enrolling in educational institutions within the United Arab Emirates as well as the imperative to equip these students with the necessary skills and knowledge to excel in a swiftly evolving and more interconnected globalized world.

In expansion to the practical rationale, there's too a critical mental basis for conducting this study. In spite of the developing acknowledgment of the significance of multicultural diversity in education, there's a lack of research in this range, especially within the UAE. This study points to contribute to the existing body of information by investigating the ways in which multicultural education can advance social equity and make comprehensive learning situations within the UAE.

The mental technique of reasoning for this study is also prompted by the need to be more comprehensively aware how multicultural education can effect student learning and success. This includes investigating the advantages of advancing various qualities in the classroom, for example, expanded social understanding, enhanced basic thinking abilities, and increased inventiveness. It also includes studying the practical advantages of multicultural education, such as preparing students for success in a diverse and rapidly changing workforce.

In conclusion, this research is prompted by a mix of practical and intellectual concerns. As an elementary school coordinator, I've seen firsthand the difficulties and benefits of encouraging multicultural diversity in education in the UAE. Furthermore, there is a significant need for research in this area to better understand how multicultural education influences student learning and success. The purpose of this research is to add to the current body of knowledge by investigating how multicultural education may promote social justice and build inclusive learning environments in the UAE.

## 1.3 Statement of the Problem

This dissertation will examine the extent to which adapting and evaluating class instructions might result in high-quality teaching in a diverse cultural and social educational context: in this instance, the UAE school system, particularly Sharjah. To carry out this task, it is necessary to understand how Sharjah's quality teachers and school leaders carried out their day-to-day teaching and responsibilities, as well as to investigate the extent to which they apply and achieve the success of a multicultural environment, ensuring that students from various backgrounds can work together for better quality learning.

This study provides a thorough picture of the school system operations, which contributes to the success of implementing a multicultural environment within SPEA's objective of guiding schools into a more diversified community for kids to learn and blend in. In addition to the sequential qualitative survey that will focus on specific responses to the questions asked, the study includes a scalable quantitative survey. The research will also look at the many parts of the curriculum, discourse, and case studies used in the institution. Curriculum coordinators will also be included in this study to highlight the importance of the curriculum in terms of monitoring and reviewing teachings. This thesis will utilize a combination of research techniques: content analysis of curriculum documents, observation data, surveys and interviews with teachers and headteachers.

A critical and topical issue of study is the extent to which adjusting and analyzing class instructions can contribute to effective teaching in a diverse cultural and social educational setting, specifically in the UAE school system. The significance of this topic stems from the understanding of education's critical role in promoting social justice and providing inclusive learning environments. Multicultural diversity in education has received increased attention in recent years due to its importance in building an inclusive and fair learning environment in which students from varied backgrounds can feel appreciated and respected (Banks, 2001).

Diversity in the classroom has been shown to benefit students in a variety of ways, including increased cultural knowledge, improved critical thinking abilities, and increased creativity (Gay, 2010). Furthermore, preparing students for success in a rapidly changing and increasingly globalized world demands exposure to various ideas and methods of thinking, which multicultural education can provide (Banks, 2001).

Nonetheless, regardless of the significance it holds, the topic of multicultural diversity in education, particularly in the UAE, has received little attention. This lack of research in this area shows a lack of evidence and highlights the need for additional research. The purpose of this study is to add to the body of knowledge in this field by investigating the extent to which adjusting and evaluating class instructions can lead to quality teaching in a diverse social and cultural educational setting.

Educators, school administrators, policymakers, and students will all benefit from the research. This study will help educators understand successful ways for adjusting and analyzing class instructions in a diverse cultural and social educational context. The paper will help school administrators design policies and initiatives to promote effective teaching and inclusive learning environments. The outcomes of this study will also benefit policymakers, as they will provide insights into the problems and opportunities for increasing intercultural diversity in education in the UAE. Finally, students will benefit from the research since it will help to create inclusive learning settings where they can be respected and acknowledged while also developing the skills and knowledge they seek in order to excel in a fast changing world.

To summarize, this study is critical in addressing the evidence gap in the subject of multicultural diversity in education in the UAE, as well as in giving insights into effective ways for adjusting and evaluating class instructions in a diverse cultural and social educational setting. The study's findings will benefit a wide range of stakeholders, particularly instructors, administrators at schools, policymakers, and students, and will help to create inclusive learning environments in which all children may thrive.

## 1.4 Research Aim & Research Questions

The aim of this study is to better understand the learning settings that support the process of early education in a multicultural classroom by adjusting to and creating awareness of the cultural diversity of kids in a private American school in Sharjah.

How effectively does the school community support faculty, staff, and students in feeling valued and learning about, discussing, and confronting issues of cultural diversity?

How does the UAE inspection framework promote equity and inclusivity among students with diverse needs and backgrounds?

## 1.5 Significance of the Study

For many years, the relationship between cultural diversity, high-quality teaching, and student achievement has been a prominent theme in talks about education reform and school development. The role of school leaders in addressing cultural competence and adapting instruction to multiple cultures has received increased emphasis in recent years. Due to pressure from organizations such as UNESCO to reach certain goals and targets, the emphasis on high-quality education and cultural variety has become more intense in the Gulf Cooperation Council region (UNESCO, 2000; UNESCO, 2004). In the year 2000, global leaders and politicians pledged to address challenges of access and quality in education and recommended measures to enhance citizens' lives. This endeavor highlights the importance of developing a diverse curriculum that allows for a variety of cultural experiences. The curriclum should also be responsive to each individual needs. More importantly to focus on is the students' cultural background which affects the students' critical thinking, the mean of communication, and other inetractions with a specific learning environment. (Bates, 2001; Bates & Poole, 2003).

Each student contributes their own cultural background, habits, standards, and values to their learning, which educators must understand and respect. This is possible with inclusive course design and excellent communication. Gunawardena (2013), Irish and Scrubb (2012), Seibert, Stridh-Igo, and Zimmerman (2012), and Stavredes (2011) research gives recommendations on how to consider students' cultural origins and build an effective multicultural learning environment. The goal of these improvements is to produce individuals who can adjust to society's changing social and economic needs in the future (Sakarneh, 2007). Over the last decade, the United Arab Emirates (UAE) has implemented a number of education reforms with the goal of improving educational quality and preparing citizens to meet society's changing social and economic demands. Addressing cultural diversity and developing a systematic approach to accountability, monitoring, and evaluation has been a significant emphasis of these changes. Sharjah Private Educational Authority (SPEA) in particular has included specific curriculum requirements to boost students' academic, personal, social, and moral growth through a variety of extra-curricular activities and possibilities for entrepreneurship and social responsibility. The UAE School Inspection Framework is intended to give quality standards and assurance to the educational system in order for it to fulfill the National Agenda and provide world-class education. According to this framework, it is intrinsically interesting, inspiring and diverse, when considering excellent adaptation of curricula to cultural diversity.

The curriculum is flexible and innovative, allowing students to study in their own ways and at their own pace, resulting in academic and personal success. It provides chances for students to broaden their horizons and engage in activities that promote entrepreneurship, innovation, creativity, and social contribution. The school provides a diverse range of extracurricular activities, including social, cultural, scientific, and athletic events, and aims to remove as many barriers to participation as possible. Students may also participate in community service initiatives. The curriculum is tailored to fit the requirements of all student groups, and the school aims to ensure that instructors have the knowledge and abilities to enable this in the classroom and learning environment. Furthermore, the framework emphasizes that the school is highly successful in ensuring that teachers modify the curriculum to meet the needs of all groups of

students in the 4.2 Curriculum adaptation - Element 4.2.1 Modification of curriculum to meet the needs of all groups of students (UAE School Inspection Framework, p. 68).

This framework prepares and recommends for improving quality education impacting not only methods of teaching and learning and curriculum modernization, but also the quality of pedagogical skills, teacher preparation, and the effectiveness of educators in classrooms and learning environments. Social and economic reforms are having an influence on education in emerging nations such as the United Arab Emirates. These countries recognize that in order to advance in a competitive global market, they must first make necessary changes to their educational systems and provide students with the necessary knowledge and skills to shape their respective futures. The main difficulty that the UAE and comparable educational institutions throughout the world face is figuring out how to adapt and adjust to suit the requirements of a changing world.

As nations face rising global competition, they must guarantee that their workforces are highly qualified and capable of meeting the needs of an ever-changing economy, all while providing quality education to the public. The UAE educational leadership team has made headway in modernizing the education system, although these reforms are frequently implemented piecemeal and focus on surface adjustments to schools. The change away from a framework that promotes learning is one problem in connecting the education system with the demands of the community and the business.

The term learning processes and higher-order cognitive growth through education, such as those based on the constructivist approach, should be prioritized in a learning-focused system. The ongoing effect of changing norms and needs, on the other hand, can lead to the education system constantly modifying its standards and becoming influenced by certain businesses as well as social and political factors. The contradiction is visible in the UAE's education system, which is attempting to match the needs of the Middle East with those of the global economy and society.The Emirate is considering ways to restructure its education system to satisfy the

demands of the country while also raising student accomplishment to worldwide norms. The system's expectations and the availability of resources will impact the adjustments that are implemented. It is highly beneficial to create a solid and efficient workforce to guarantee the succesful transformation.

There have been substantial changes to the education system in the past, such as new teaching methods, new educational paths, and cooperation with international universities. These developments have also generated new concerns, such as the preservation of indigenous education. Regardless of available resources, the quality and efficacy of the teaching personnel is critical for successful education reform. Without a robust teaching workforce, the structural architecture of the education system may be weaker and less effective. (Bindon and Lane, 2011, p. 1).

SPEA has tremendous challenges in its attempts to improve individual’s education and raise their competitiveness. Despite multiple reform measures, the emirate's learners have continuously done badly on international examinations of fundamental math and scientific abilities. As a result, in a bid to solve this issue, the emirate has resorted to Western standards, curriculum, and evaluation systems. However, determining the effectiveness of these reforms has been difficult in the absence of a framework for evaluating the quality of teaching and learning. (Abrahim, A., and N. Alhosani, 2020)

Although evaluating and monitoring instruction in a multicultural classroom is critical for student learning and school improvement, it is still a relatively new concept in the UAE school system. Teachers were formerly largely responsible for developing programs to improve student success and present a multicultural curriculum in the classroom. However, due to a disconnect between teachers, school leaders, and the student population, as well as a lack of pedagogical or administrative roles for school leaders, particularly principals, this approach has not been effective in the UAE.

There is a scarcity of experienced, knowledgeable, and professional school administrators and instructors capable of providing learners with a healthy and diversified multicultural learning environment. According to research, in order for educational reforms to be successful and sustainable, the dimensions of quality teaching must be included, taught, trained, and implemented, "the dimensions of quality teaching must be included, taught, trained, and implemented" (Sakarneh, 2007, p.6). This is critical for establishing a high-quality educational system.

# CHAPTER TWO: LITERATURE REVIEW

## 2.1 Theoretical Framework

In recent years, there has been a greater focus on cultural and cultural diversity in education and its influence on the quality of teaching. The value of increasing cultural and social diversity in the classroom as a method of promoting social justice and establishing inclusive learning environments has been extensively recognized. Living in a globalized world of migration which have resulted in a more diversified learner population, it is critical that schools are able to create a respectful and inclusive learning environment for students of every background and culture.

Li and Chen (2021) performed one of the most recent research in this field, examining the association between cultural diversity and teaching quality in a sample of Chinese primary schools. According to the study, schools with higher degrees of cultural diversity got an increased supportive outcome for teaching quality, as evaluated by student involvement, critical thinking abilities, and academic success. The findings of this study emphasize the significance of increasing cultural diversity in the classroom as a method of boosting educational quality for all students.

Ahmed and Hammad (2020) conducted another study on the effects of cultural diversity on teacher performance in a sample of UAE schools. Teachers who were more culturally attentive and sensitive to the requirements of varied student groups were shown to be more effective in increasing student engagement, motivation, and academic achievement, according to the study. This study emphasizes the necessity of cultural competency and cultural awareness for teachers in a variety of educational environments, as well as the need for teacher professional development and training in this field of study.

Regardless of the results, there is a lack of research in this domain, especially within the UAE. This emphasizes the importance of future research into the influence of cultural and social diversity on teaching quality and student results in the UAE education system. The outcomes that result from the study might give useful information on how schools can better assist different student populations and build a more inclusive and equitable learning environment. As a result, the purpose of this research is to add to the current literature by investigating the extent to which adapting and evaluating class instructions can result in excellent teaching that is appropriate in a diverse cultural and social educational setting. The study will primarily focus on the UAE education system, especially in Sharjah. The study's findings will give important insights into how schools may better assist diverse student populations and foster a more inclusive and equitable learning environment. Cultural and social diversity in education has long been regarded as an important strategy of fostering social justice and building inclusive learning environments. Recent research in this field has resulted in important insights into the link between cultural diversity and teaching quality. However, research in this area is limited, particularly in the context of the UAE. The purpose of this study is to add to the current literature by investigating the extent to which changing and assessing class instructions may result in excellent teaching that is appropriate in a variety of cultural and socioeconomic educational contexts.

### 2.1.1 Social Constructivism

Vygotsky's (1978) theory of social constructivism serves as the foundation for this investigation. According to the argument, human growth is founded on the formation of social connections with others. (2013) (Schreiber & Valle). Vygotsky considered that learning occurs largely in social and cultural contexts rather than entirely through individuals (Schreiber & Valle, 2013). The social constructivism approach places a strong emphasis on couples and small groups (Johnson & Bradbury, 2015). Students, for example, learn largely via connections with their classmates, instructors, and parents, whereas teachers promote and support dialogue in the classroom by utilizing the natural flow of discussion (Powell & Kalina, 2009). According to

social constructivism, effective teaching and learning are primarily reliant on interpersonal contact and conversation, with the major focus being on the common understanding of discussions among students. (Prawat, 1992)

Figure (1) represents a process model of the major features of social constructivism described by Berger and Luckmann (2016). These researchers' terminology is in the boxes, whereas the ones outside the boxes are more relevant, ordinary idioms. The model is described in additional detail below.

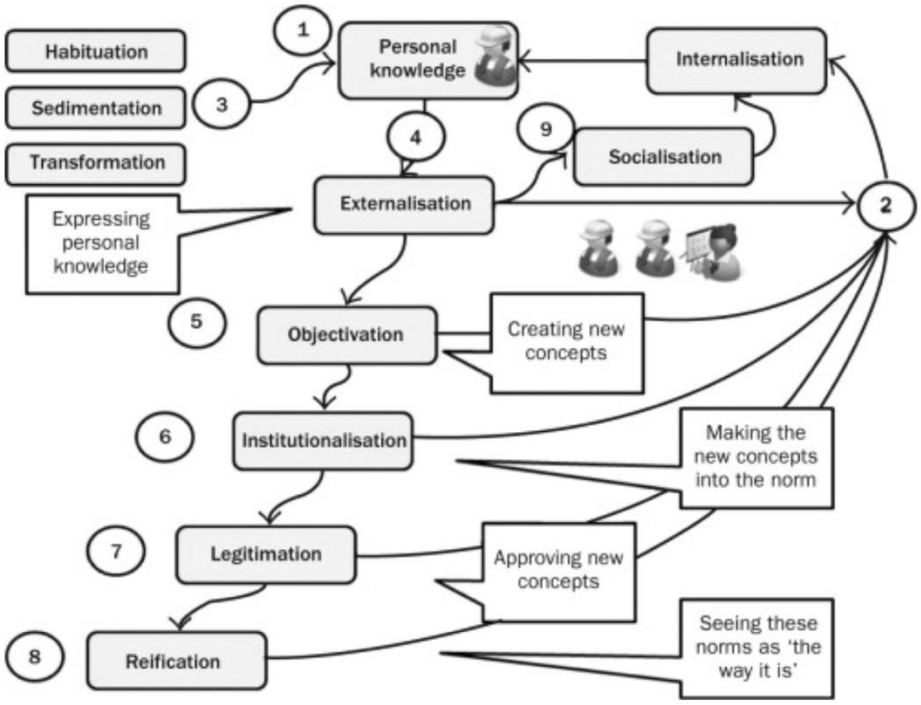



**Figure 1:The knowledge transformation processes in social constructivism**

***Source*: Jackson and Klobas (2008).**

As indicated by social constructivism, humans construct knowledge as a means of perceiving the world, and our methods of grasping the world are only one of many possible methods. Given the enormous range of world perspectives available, this concept makes logical, but it can be fairly difficult. A shaman's recognition of the spirit universe, for instance, allows them to interpret natural events as signals or guidance.

KL Robson - 2019 defined socialization as the continual process of acquiring the anticipated behaviors, values, norms, and social skills for people who hold certain positions in society in his book "Sociology of education in Canada." Socialization agents are the social systems in which socialization takes place. The family and school are important socialization agents, but so are the media, peer groups, and other key social institutions such as religion and the legal system. In addition, socialization is classified into two types: primary and secondary socialization.

### 2.1.2 The Dimensions of Socialization

According to Brint (2001), socialization in connection to education may be separated into three aspects, which are represented in Figure (2). These factors describe how students are required to conform to specific values in order to fit in and achieve in the educational system.

Brint (2001) highlighted behavioral conformity as the first aspect of socialization in education, which refers to the ways in which students must manage and govern their own activities and behaviors in order to fit into the school context. Brint (1998) highlighted moral conformity as the second aspect of socialization in schooling, which refers to the process of learners internalizing the accepted idea of what is good and wrong.

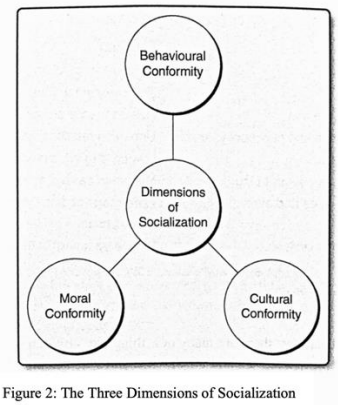


Figure 2: The Three Dimensions of Socialization

**Figure 2: The Three Dimensions of Socialization**

The third aspect is cultural conformity, which is the process through which children acquire and adopt the values, attitudes, and actions that are acceptable in their society. Students who adapt to the cultural practices of the dominant social and cultural class are much more probable to succeed, according to Bourdieu's theory of cultural capital, since educators prefer some thoughts and student behaviors over others.

### 2.1.3 Multicultural Education

The multicultural education theory provides a framework for comprehending the significance of encouraging cultural diversity and inclusivity in the educational setting. The principle behind multicultural education is that all students should have access to a curriculum that is inclusive and representative of their different origins, cultures, and experiences. The approach highlights the necessity of building culturally sensitive, powerful, and respectful learning environments across all learnerss' cultural identities.

Recent research has proved the importance of intercultural education in the UAE. According to Al-Shamsi (2018), multicultural education is critical for building cross-cultural understanding and a sense of belonging among students from varied origins in the UAE. The study also discovered that multicultural education can aid in the reduction of preconceptions and bias, as well as the creation of a more inclusive learning environment.

Likewise, Al-Marzouqi (2019) discovered that multicultural education is critical for preparing UAE students for success in a quickly changing and increasingly globalized society. The research stressed the importance of cultural diversity and inclusivity in schools in the UAE, as well as providing opportunity for children to learn about and respect diverse cultures, beliefs, and values.

These studies emphasize the significance of adjusting and analyzing classroom instructions in order to foster multicultural education in the UAE setting. Schools in the UAE may assist to educate students for success in a fast changing world and build cross-cultural understanding and respect by introducing cultural diversity into the curriculum and fostering inclusive learning environments.

The multicultural education theory provides a framework for comprehending the significance of fostering cultural diversity and inclusivity in the educational setting. More recent research indicated the importance of multicultural education in the UAE context, highlighting the importance of schools promoting cultural diversity and inclusiveness, as well as creating inclusive learning environments.

### 2.1.4 Theory of Universal Learning Design

The Universal Learning Design (ULD) concept attempts towards making educational resources and activities inclusive and accessible to all learners, regardless of their specific learning requirements, backgrounds, or talents. ULD can play a vital role in ensuring that class instructions are inclusive and accessible for all students in the setting of this study, which examines the extent to which changing and assessing class instructions can contribute to quality teaching in a varied cultural and social educational context. M. C. Pugach (2016)

ULD considers students' various learning requirements, talents, and backgrounds and provides a framework for structuring teaching that may satisfy the learners' unique demands. ULD, for example, may stress the use of several kinds of representation (e.g., visual, aural, and kinesthetic), allowing students to absorb the content in the most effective method for them. Furthermore, ULD may encourage the use of flexible and adaptable instructional materials that can be tailored to individual students' needs. (Rose, D. H., & A. Meyer, 2002)

In the UAE education system, where students come from a range of cultural and social backgrounds, it is especially crucial to address all children' learning requirements. ULD can assist in ensuring that all students, no matter what background or learning requirements, are included and accessible in class instructions. This study can assist to build a more equitable and inclusive learning environment in the UAE education system by including ULD into the design and evaluation of class instructions.

Overall, ULD can be a valuable paradigm for developing and accessing classroom instruction in a variety of cultural and social educational contexts. ULD can assist to guarantee that class instructions are inclusive and accessible for all students by taking into account their various learning requirements, talents, and backgrounds. This leads to a more fair and inclusive learning environment.

### 2.1.5 Cultural Competence

Cultural competency is an important feature of multicultural education, especially in the UAE, where the student population is varied. Cultural competency refers to educators' capacity to comprehend, accept, and respect their students' cultural diversity, as well as to establish inclusive and fair learning environments. This may be accomplished through recognizing and honoring students' cultural origins, beliefs, and values, and incorporating this understanding into curriculum and instruction.

Cultural competency is very crucial in the UAE because of to the varied student population. According to Alghamdi (2018), there are considerable cultural differences between Emirati and non-Emirati students in the UAE, with non-Emirati students hailing from over 200 different countries. This study emphasizes the significance of cultural competency in the UAE, as educators must be aware of and comprehend cultural variations among their students in order to establish inclusive and fair learning environments.

Additionally, studies have shown that cultural competence can improve student outcomes. According to Al-Mutawa (2017), cultural competency can assist students, eliminate cultural stereotypes and prejudice while also increasing cross-cultural respect and understanding. Students' academic performance may improve as a result, as will their mental health and well-being.

Cultural competency is an essential component of multicultural education, especially here in the UAE, where the student population is varied. Cultural competency contributes to the creation of inclusive and equitable learning environments and can have a beneficial influence on student outcomes such as enhanced academic achievement and improved mental health and wellbeing.

### 2.1.6 A Review of Recent Studies

The concepts of social constructivism, dimensions of socialization, multicultural education, universal design for learning, and cultural competence can be used to assess the efficiency of the educational institution's support for cultural diversity and the UAE inspection framework's promotion of equity and inclusivity among students with diverse needs and backgrounds in answering the research questions. These themes, in particular, may be used to measure how much the school community appreciates cultural diversity, incorporates cultural diversity into the curriculum, and allows students to engage in meaningful discourse about cultural concerns. These themes may also be used to assess how well the UAE inspection framework promotes the ideals of multicultural education, universal design for learning, and cultural competency.

On account of the first research question, Al-Kaabi (2021) in the UAE reported that teachers saw school leadership and community support as vital for building a culturally sensitive environment. The study emphasized the need of developing an inclusive curriculum and providing instructors with professional development opportunities to improve their cultural competency. Similarly, Al-Hamadi and Darmaki (2020) investigated the function of school

leadership in fostering cultural diversity and inclusion in the UAE and concluded that effective leadership was required to create a welcoming and inclusive school environment. Regarding the second research question, Alshahrani & Alshahrani (2020) investigated the influence of the UAE inspection framework on increasing diversity in schools. The study revealed that the framework helped to promote awareness of diversity and inclusion among school leaders and instructors, but it also emphasized the need for more precise rules and assistance for schools to effectively adopt inclusive practices. Another research, conducted by Almutairi and Al-Qahtani (2021), investigated the experiences of children with disabilities in the UAE school system and discovered that the inspection framework had a critical role in fostering equality and inclusion for these students. The study stressed the need of providing adequate accommodations and assistance for students with different needs in order to ensure their academic achievement. Overall, these findings imply that developing a culturally sensitive and inclusive environment involves strong leadership, chances for professional development for teachers, and explicit rules and support for schools to implement inclusive practices. Furthermore, while the UAE inspection framework is important in promoting equity and inclusivity, schools still require more targeted and specific support for successfully executing these practices.

The two research questions require further investigation in the UAE context, as there are many things to discover regarding the way schools and the inspection framework foster cultural diversity, equity, and inclusivity. Although a few investigations on the above subjects have been conducted in the UAE, most of them are fairly recent, and there remains a lot to be discovered regarding how well schools support their staff, pupils, and instructors in these domains.For instance, there is still a lot to discover regarding the way other stakeholders of the school community, such as parents and students, can support these efforts, despite the fact that Al-Kaabi (2021) and Al-Hamadi and Darmaki (2020) offer insight into the role of school leadership in fostering cultural diversity and inclusivity. In addition, although Alshahrani and Alshahrani (2020) and Almutairi and Al-Qahtani (2021) offer some insight into how the UAE inspection framework is promoting equity and inclusivity, further study is still required to determine how schools are implementing this framework and which particular tactics are most successful.

A thorough foundation for comprehending and applying cultural variety in education is provided by Banks' book "Cultural Diversity and Education: Foundations, Curriculum, and Teaching" published by Banks, J. A. (2015). The book places a strong emphasis on the value of and recognition for many viewpoints, histories, and cultures in educational settings.

The ideas and tactics discussed in the book may be used by the school community to help professors, staff, and students feel appreciated while learning, engaging in conversation, and facing difficulties related to cultural diversity. The book, for instance, highlights the value of professional development opportunities for educators to improve their cultural sensitivity and comprehension of inclusive practices. The book also highlights the need of including multicultural education, which encompasses other viewpoints, histories, and cultures, in the curriculum. This may be a key step in fostering more accepting and inclusive learning environments by educating students and faculty about diversity. In order to apply cultural diversity in education, Banks' book offers both a theoretical and practical framework. It may be a useful tool for the school community in fostering inclusion and equity. In general, there remains a desire for further research that focuses on useful methods for putting these ideals into practice in the UAE rather than only emphasizing the significance of cultural diversity, fairness, and inclusion in schools. To find the best methods for fostering inclusive settings that support the achievement of all students, researchers, policymakers, and educators should collaborate on this study.

## (OECD) The Organisation for Economic Co-operation and Development

Some of the most diversified educational institutions in the world are found in the United Arab Emirates (UAE). The majority of learners in the United Arab Emirates are foreign-born, with 56% of 15-year-old students there being immigrants. Additionally, compared to an OECD average of 21%, half of all teachers in the UAE report that over 10% of the students in their classes speak a language other than the language of instruction. According to Table 1, the private sector is where this variability is most noticeable.

Similarly diversified is the UAE's teaching staff. For instance, over 40% of female teachers and 90% of male teachers in the public sector, respectively, are immigrants (Ridge et al., 2015). The UAE has a large number of instructors who may speak languages other than the one used for instruction. When it comes to fostering the learning and growth of students from various cultural backgrounds, this diversity may be a great benefit. Teachers must be ready to modify their instruction to the cultural, religious, and historical backgrounds of learners with a variety of backgrounds in the UAE's diversified educational system. Additionally, they must be mindful of the demands of learners whose native language is not the primary mean of teaching and attentive to their needs. Teaching in a multicultural setting demands a high level of cultural competency as well as an understanding of the particular requirements and experiences of each student. Teaching in a diverse setting might create obstacles, but it also presents unique possibilities. Teachers and schools have the chance to support students' development of global competencies by engaging with diverse perspectives and experiences in nations like the UAE where students are accustomed to interacting with peers from around the globe. This may be a useful tool in empowering students to succeed in a world that is becoming more interconnected.

**Table 1: Student composition in the UAE school system, by sector and nationality**

## Table 1. Student composition in the UAE school system, by sector and nationality

| | Emiratis | Arab countries | GCC countries[1] | Other countries |
|---|---|---|---|---|
| **Public sector** | 82% | 11.5% | 3.5% | 3% |
| **Private sector** | 16% | 29% | 1% | 54% |

Note 1:

GCC refers to the Gulf Cooperation Council (GCC), a political and economic alliance of six Middle Eastern countries—Saudi Arabia, Kuwait, the United Arab Emirates, Qatar, Bahrain, and Oman

Source: SCAD (2018), *Statistical Yearbook of Abu Dhabi 2018*, Statistics Centre - Abu Dhabi, Abu Dhabi

https://www.scad.gov.abudhabi/Release%20Documents/SYB_2018_EN_9Sep.pdf

Teaching students how to address racial and cultural discrimination was one of the questions that the Teaching and Learning International Survey (TALIS) asked school principals about diversity-related practices in their institutions. Other questions included supporting initiatives

or groups that allow students to express their diverse ethnic and cultural identities and planning multicultural events. Figure 1 shows that a larger proportion of UAE teachers than the average of OECD nations taking part in TALIS claim that their school leaders have adopted these techniques. Additionally, in each of the examined categories, teachers in the UAE felt more confident than their counterparts in other OECD nations. When instructing a class of students from different cultural backgrounds, 90% of instructors in the UAE believe they may use a range of culturally sensitive techniques or behaviors "quite a bit" or "a lot" (Figure 2). Compared to other countries, UAE teachers said they were more assured in their abilities to manage the difficulties of a multicultural classroom, modify their instruction to the cultural variety of their pupils, and encourage inclusion and cultural understanding among their students compared to teachers in other OECD countries. In particular, 90% of educators in the UAE claimed they could manage the difficulties of a multicultural classroom, compared to 68% on average across OECD nations. In a similar vein, 91% of instructors in the UAE reported being able to adjust their instruction to the cultural variety of their students, as opposed to an average of 63% across OECD nations. In addition, teachers in the UAE expressed greater confidence in their abilities to promote intercultural understanding among students (87% versus 70% on average across OECD countries), ensure that students with and without immigrant backgrounds collaborate, and lessen ethnic stereotyping among students (88% versus 74% on average across OECD countries).

Regarding the diversity-related policies in place in schools in the UAE with a particularly varied student body, there appears to be a gap between what principals and teachers report[2]. The percentage of teachers reporting that these techniques are in use is lower than the percentage of principals reporting that these practices are in use, as shown in Figure 3. This may indicate that some school policies are not being followed by all of the instructors. To determine what could be stopping teachers from adhering to school policy, school administrators may need to look into this more. They may then decide if the policy or practice needs to be amended, or whether instructors need more assistance to carry out these activities.

[2] According to TALIS, the sample is restricted to teachers who teach in schools that include students from “more than one cultural or ethnic background” based on both teachers and principals’ responses.

A few percent of lower secondary teachers work at institutions where the principal says that the student body is varied in terms of race and culture and that certain norms are in place[1 2].

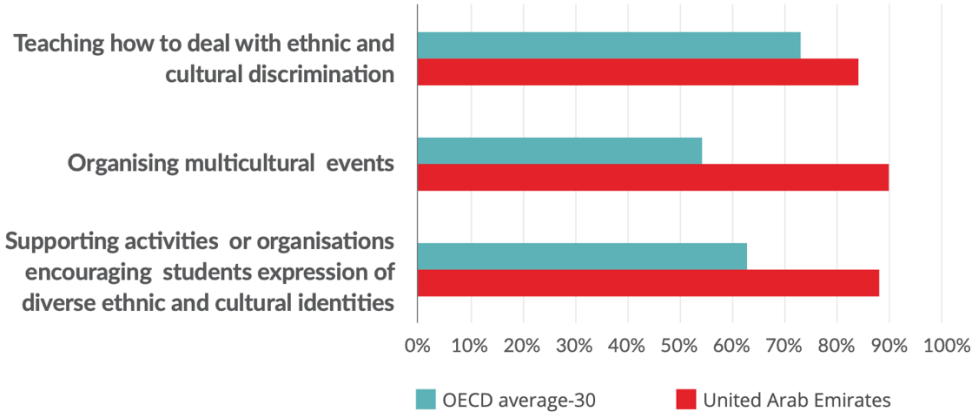



**Figure 3:Use of diversity-related practices, TALIS 2018**

Note 1: The sample is restricted to teachers who teach in schools that include students from "more than one cultural or ethnic background" based on both teachers and principals' responses. Note 2: Principals' responses were merged to teacher data and weighted using teacher final weights. Source: OECD (2019), TALIS 2018 Data – Volume I, Table I.3.35, OECD Publishing, Paris https://www.oecd.org/education/talis/talis-2018- data.htm

Lower secondary educators who have worked with kids from other cultures report that they can do some things "quite a bit" or "a lot" in these multicultural classrooms[1].

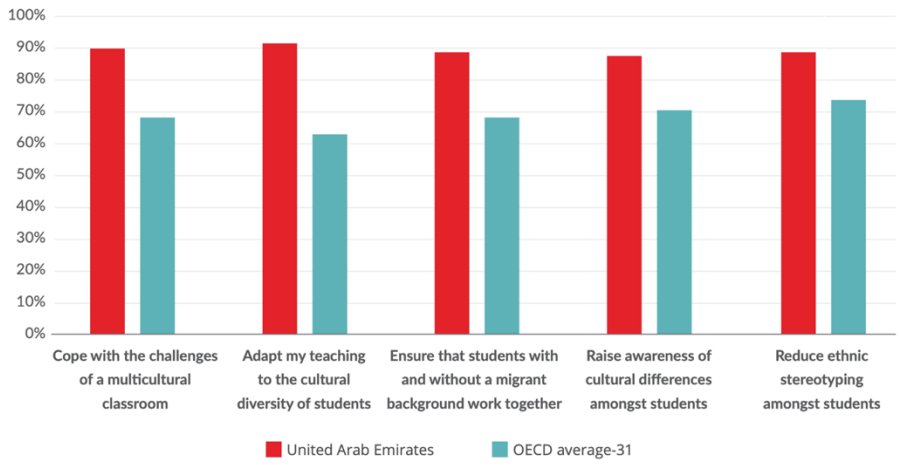



**Figure 4:Teachers' self-efficacy around diversity-related practices, TALIS 2018**

Note: 1. Principals' responses were merged to teacher data and weighted using teacher final weights. Source: OECD (2019), TALIS 2018 Data – Volume I, Table I.3.35, OECD Publishing, Paris https://www.oecd.org/education/talis/talis-2018-data.htm

A considerable proportion of lower secondary teachers and principals work in institutions with a student body that is varied in terms of both racial and cultural backgrounds and institutionalized behaviors.

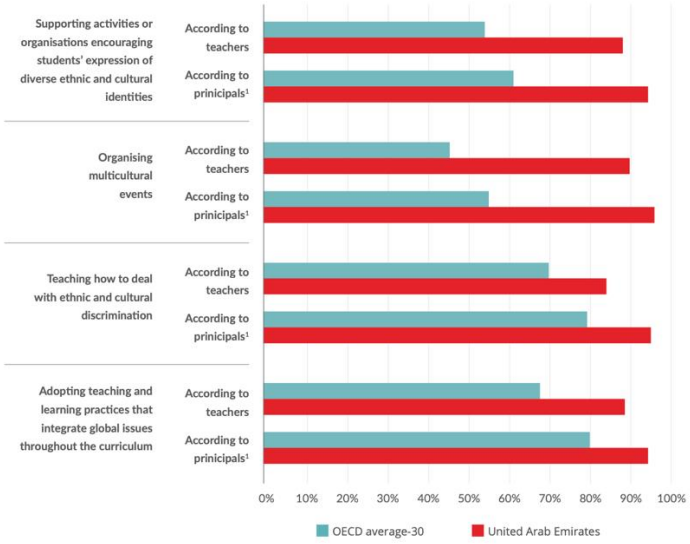



**Figure 5: School practices related to diversity, according to principals and teachers in the UAE, TALIS 2018**

Note: 1. Principals' responses were merged to teacher data and weighted using teacher final weights. Source: OECD (2019), TALIS 2018 Data – Volume I, Table I.3.35, OECD Publishing, Paris https://www.oecd.org/education/talis/talis-2018-data.html

# CHAPTER THREE: METHODOLOGY

## 3.1 Design of the Study

Both qualitative and quantitative data gathering, and analysis methodologies will be used in this investigation. The use of mixed techniques in this study is crucial since it offers a thorough and in-depth understanding of the subject under investigation. The gathering of both subjective and objective data is made possible by the combination of qualitative and quantitative methodologies, which can lead to a more thorough knowledge of the topic under study.

In-depth focus group interviews with head teachers and other school officials will be a part of the qualitative data collection. This information will be helpful in gaining understanding of these people's viewpoints and past experiences with adapting and evaluating class instructions in the UAE's varied social and cultural setting. Thematic analysis, which includes finding recurring themes and patterns in the data, will be used to examine the data gathered using qualitative approaches.

Surveys and observation data will be collected as quantitative data. To collect quantitative data on the adaptation and evaluation of classroom instructions in a variety of cultural and social contexts, surveys will be given to a sample of educators. The observational data will offer unbiased information on the instructional strategies employed by teachers and the academic progress of learners. Statistical methods will be used to examine the quantitative data, including importing the data from Google Forms into a spreadsheet (Google Sheets) and running various data analyses on it. Pivot tables are an analytical tool used in Google Sheets that may be used to summarize, aggregate, and create charts and graphs from data.

The utilization of mixed method in this research study brings a number of benefits. First of all, mixed approaches enable data triangulation, which involves merging data from several sources to support or contradict conclusions. This improves the results' validity and dependability.

Second, by incorporating both subjective and objective data, mixed method offer a more thorough picture of the topic being examined. Thirdly, using mixed method makes it possible to identify various viewpoints and experiences that may provide light on the topic under investigation.

The value of utilizing mixed methods in research investigations has been underlined by recent publications. Creswell and Plano Clark (2017), for instance, talked on the advantages of utilizing mixed methods in research, such as the capacity to triangulate data, boost validity and reliability, and offer a more thorough grasp of the subject being examined. Similar to this, Johnson and Onwuegbuzie (2004) stressed the significance of adopting mixed methods in educational research, arguing that it offers a more thorough knowledge of complicated educational challenges.

The Explanatory Design, a two-phase mixed methods design, is the foundation of this study. According to this design, qualitative data are a foundation for quantitative results (Creswell, Plano Clark, et al., 2003). For instance, this applies to this study's analysis of significant (or not significant) outcomes using qualitative data (Morse, 1991). According to Creswell, Plano Clark, et al. (2003), this method uses quantitative member features to control intentional sampling for a qualitative stage.

The follow-up explanations model and the participant selection model are the two kinds of the explanatory design chosen for this investigation. The major stage, which is the qualitative stage and is followed by a quantitative step, is addressed by both types. This study's design focuses on the results being examined and the appropriate individuals who were picked for the investigation.

Due to the research's single-school context, it is regarded as a case study. In order to fully comprehend a phenomenon, the researcher must thoroughly examine it in a specific context, which is the main focus of this research design (Yin, R. K., 2014).

It is crucial to consider that despite the case study's possible limitations, it can nevertheless offer insightful information and further our understanding of the subject. The researcher may analyze the phenomena in depth and develop a greater grasp of the various connection and contributing elements by concentrating on the one context.

## 3.2 Setting

The study will be conducted in a Sharjah, United Arab Emirates, educational system. Teachers and the head teacher of one local school will participate in the study. A qualified educator with experience in the sector will observe the classrooms in addition to conducting surveys and interviews. The surveys' quantitative and qualitative characteristics will provide a thorough grasp of the subject. While the quantitative survey will give a more quantifiable picture of the participants' replies, the qualitative survey will seek to understand the participants' views and feelings on a deeper level.

Further exploration of the experiences and viewpoints of the teachers and head teachers will take place during the structured interviews that will be performed. Finally, the professional educator's observations will give a realistic and concrete illustration of the participants' teaching strategies and how they used the study's guiding principles. The combination of these diverse data collecting techniques will provide an extensive and comprehensive analysis of the subject at hand. The results will be compared and contrasted with the UAE inspection framework to determine how well Sharjah's schools are doing at modifying and assessing lesson plans for a variety of social and cultural educational contexts. Valuable insights into present procedures will be gained through the comparison with the inspection framework. The study's findings will ultimately help produce suggestions for raising the standard of instruction in Sharjah's schools.

This study's time is set up in a concurrent manner (Morse, 1991). According to (Morse, 1991), the concurrent approach of doing research entails using both qualitative and quantitative methodologies concurrently at a single stage of the research project. This indicates that both quantitative and qualitative techniques of data gathering and analysis are carried out in the same amount of time. In order to gain a deeper knowledge of the study topic, the researcher might use this strategy to complement and triangulate the results from the two approaches. This method will be used in the current study to simultaneously perform surveys, interviews, and observations, allowing for a more in-depth analysis of the research topic.

When examining challenging research topics, the concurrent research methodology Morse (1991) advocated has several advantages. Concurrent timing will enable a thorough understanding of the research problem and enable a more complex and in-depth investigation of the extent to which modifying and assessing instructional materials can result in high-quality instruction in the UAE school system's diverse cultural and social educational context.

## 3.3 Participants

The judgement (or purposeful) sampling approach is used in this study because it enables in-depth analysis of the instances being watched and will also enrich with details about the study's experience in choosing participants (Patton, 1990). As a result, participants are picked from a Sharjah-based private American school. Ten headteachers will also engage in the study, which will involve 25 teachers, in addition to the two senior management leaders. Participants are chosen for the mentioned sampling approach, sometimes referred to as non-probability sampling, depending on predetermined standards that are pertinent to the research project. In this situation, the requirements would be the presence of qualified educators and head teachers who have firsthand experience modifying and assessing classroom procedures , as well as a specialist in education who can offer insight into the UAE inspection system. This technique guarantees that the findings are representative of the study's target population and enables the

researcher to choose volunteers who are most prepared to give the necessary data. Purposive sampling, it should be noted, may provide a small sample size and may not be generalizable to a wider population, but it is ideal in this situation where the objective is to acquire comprehensive information from a particular set of people.

## 3.4 Data Collection and Analysis

The research will consult a number of sources, including information gathered from library sources and printed materials created locally, regionally, and worldwide, as well as data that is immediately accessible from relevant organizations. More specifically, the analysis and some illustrative examples are based on the author's professional experience in the field and analysis of data obtained from surveys/studies carried out by the Ministry of Education (MOE), the UAE Schools inspection framework, teachers, and school leaders in a private American school in Sharjah.

The study's primary sources will emphasize the SPEA (Sharjah Private Educational Authorities) school inspection framework, which lists the 10 key standards that the government has incorporated into its new inspection school framework. The study will primarily concentrate on the following standards:

- Standard 2: Lifelong Learning Skills
- Standard 4: Curriculum
- Standard 6: Safety, Wellbeing, and Support

The study methodology will offer strategies for adjusting instruction to the diversity of students, guaranteeing that students from different backgrounds may cooperate by increasing understanding of cultural differences among students. The main part of the assessment and analysis draws on information acquired via SPEA surveys, field notes made while working,

personal but informal observations of teachers and school administrators, and experiences and impressions gained as a professional. This is supported by a survey of the literature that offers a theoretical and philosophical viewpoint, particularly with relation to conceptions of quality, quality teaching and learning, and quality teaching techniques that influence and alter student accomplishments and educational advancements.

## 3.5 Ethical Considerations

The researcher fully understands the ethical issues involved and will take all necessary precautions to guarantee that the volunteers won't suffer any damage. During the written work's investigation, the respondents' confidentiality and anonymity will be ensured.

In this analysis, the following are taken into account:

- Informed consent: Study participants are made aware of the investigation's goals, their rights as research subjects, and the advantages and disadvantages of taking part. In order to participate, they must also give their informed permission.
- Confidentiality: All participant personal and identifying information is kept private and safe. Only individuals actively participating in the study have access to the data, which is securely maintained.
- Fraud: Participants are not in any manner tricked about the aim or scope of the study.
- Risk of harm: There is zero risk that research participants will suffer any distress or harm as a result of taking part in the study.
- Data reliability: The information gathered is trustworthy and accurate, and any biases or mistakes will be reported and corrected in the study.
- Reporting: The study's findings are presented ethically and openly, without any data alteration or deception.

- Cultural sensitivity: The study respects the participants' beliefs, attitudes, and behaviors as well as the cultural context in which they live.
- Data protection: In compliance with applicable laws and regulations, including data protection legislation, the acquired data is safeguarded.
- Right to withdraw: Participants are free to leave the research at any moment without incurring any repercussions.

The research study considers and assures the safety of participants, the reliability of the data, and the integrity of the results.

## 3.6 Limitations of the Study & Anticipated Problems

A few limitations and possible challenges in the study are listed below:

- Selection bias: Because judgment (or purposive) sampling is being utilized, the study may be constrained by the sample selection procedure. The population may not be fully represented by the participants, and it's possible that other groups cannot generalize the population.
- Response bias: People may not be completely honest in their responses out of bias or out of fear of consequence. This can cause the data to be represented in an inaccurate way.
- Observer Bias: The professional educator making the observations may have personal biases and preconceptions that might influence the study's findings. Due to time constraints, it may be difficult to execute qualitative and quantitative methodologies simultaneously.
- Time Restrictions: The simultaneous use of qualitative and quantitative approaches may take a lot of time and result in a small number of participants and observations.
- Data analysis: The data gathered may be complicated, and processing may be difficult, which might result in inaccurate results.

- Limited generalizability: Because the research's results are solely indicative of the particular school or educational situation under examination, they may not be applicable to other schools or broader populations.
- Lack of diversity: If the study is only done in one school, the experiences and viewpoints of students, instructors, and head teachers from other schools and areas may not be well represented.
- Sampling bias: The results may be impacted by sampling bias if the participant sample is small and unrepresentative of the general population.
- Limited control over extraneous variables: The study may not have control over extraneous factors including instructional strategies, resources, and student cultural and social variations, which might influence the outcomes.
- Difficulty in triangulating data: Because backyard research results may not be typical of a larger population, it may be harder to combine them with data from other sources.

# CHAPTER FOUR: FINDINGS AND DISCUSSION

## 4.1 THE ANALYSIS OF UAE INSPECTION FRAMEWORK

Ten key standards, including ones that emphasize well-being, inclusivity, educational advancement, and others, have been incorporated by the ministry of education into its framework. These criteria fall into three categories, each of which is important for raising students' academic performance and promoting intercultural acceptance. These standards are:

Standard 2: Lifelong learning skills
Standard 4: Curriculum
Standard 6: Safety, well-being, and support

The standards mentioned earlier are directly relevant to this study, but they also depend on the success and application of the other standards. The ten standards that the ministry has included in the new inspection school framework are:

Standard 1: Moral development and well-being
Standard 2: Lifelong learning skills
Standard 3: UAE National Agenda targets and academic achievement
Standard 4: Curriculum
Standard 5: Teaching and Assessment
Standard 6: Safety, well-being, and support
Standard 7: Inclusive education for students of determination
Standard 8: Leading a learning community
Standard 9: School self-evaluation and improvement planning
Standard 10: Responsibilities of governance

The National Agenda for the UAE to rank among the most creative countries in the world is laid out in the UAE Vision 2021. "More than ever, we need to boost innovation among young people, build nurturing environments in our society, and encourage our schools and universities to equip

our youth with skills in research and discovery methodologies," Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, stated in 2014's UAE National Agenda. As a result, all of the schools have developed a stronger understanding of how to provide a caring atmosphere that enables all students to integrate in a varied culture and background like the one in the UAE. In the scope of the same national objective, inclusiveness plays a crucial role as the method through which schools create systems, classrooms, programs, and activities so that all children may learn, grow, and engage in activities together is known as inclusive education. The curriculum, physical environment, and school community should all reflect the students' perspectives and personality traits in an inclusive school. An inclusive school values individuality and respects variety. ((UAE Inspection Framework 2021)

In recent years, the idea and use of inclusive education have grown in significance. The phrase is becoming more widely known on a global scale as a reform that encourages and welcomes diversity among all students. Instead of being a side issue, inclusive education is essential to providing all students with a high-quality education and fostering more inclusive society. Social equity must be attained through inclusive education, which is also a necessary component of lifelong learning. (UNESCO, 2001)

The UAE government has set out to create an equitable transparent society that fosters the development and achievement of all student groups. All learners attending schools in the UAE should have educational experiences that demonstrate how beneficial inclusion is. The heads of schools, including the governors and top administrators, have a responsibility to promote and develop an inclusive environment in their organizations. In order to ensure that every student feels welcomed, acknowledged, secure, and respected, the most successful schools will exhibit a culture of inclusivity in all areas of the school, from its principles to its community. (UAE Inspection Framework 2021)

The UAE's school framework involves standards that educational institutions must meet in order to be recognized as exceptional and completely achieving the standards set out in the framework. Specific requirements emphasized the integration of learners from diverse origins and

intercultural education. The standards listed below provide detailed instructions that assist schools in becoming more inclusive and better at strengthening the multicultural variety within schools, among students, and among educators. They also provide an overview of what the framework has incorporated.

The standard 2.1.3, which focuses on relationships, is seen as outstanding in the UAE's educational framework when students in a given school are considerate of one another's needs and differences and offer assistance to one another. As a result, interactions between students and with faculty and staff are always respectful and considerate. The children behave admirably and communicate with classmates and adults effectively. They also handle problems in a mature way, thanks to their positive views about school and other people. The staff and learners get along well, and the learners feel supported, appreciated, and safe. Due to this, clearners are able to form strong bonds with one another and show true care, understanding, and tolerance for others, especially those who have unique educational needs, in both their social interactions and academic performance.

The 2.2.3 standard places the most emphasis on learners' ability to comprehend and appreciate both their own and other cultures. It calls for learners to have a solid grasp of their own culture and be able to contrast it with others. They are encouraged to engage with people from other backgrounds in their school and community and to show an interest in learning about other cultures. Students should volunteer and actively participate in their local community as well as their school, improving both via their actions. Their comments are respected and have the potential to influence how the school is developed since they are seen as responsible citizens.

Standard 4 mandates that educational institutions offer a well-rounded curriculum that fosters students' moral, social, and intellectual development in addition to their academic prowess. This is accomplished by integrating a range of beneficial extracurricular activities that are linked between topics and integrated into the curriculum. The curriculum should provide students plenty of chances to use their entrepreneurial talents and participate in charitable endeavors.

Every topic and grade will foster lifetime learning skills, and a successful school will adapt the curriculum to fit the requirements of all student groups. To do this, the curriculum may be modified to take into account the various learning requirements and situations of all learners. The substandard 4.2.1 emphasized on adapting the curriculum to different student groups' requirements. This is relevant when a really effective school makes sure that teachers adapt the curriculum to all student groups' requirements.

All leaders, including the school's principal, must meet the requirements of standard 6.1.2 on educational leadership, which calls for them to have a thorough grasp of the curriculum as well as the most innovative pedagogical approaches, assessment strategies, and strategies for enhancing student performance. This criterion holds administrators responsible for developing a warm, inclusive school climate that promotes both academic and personal growth. The leadership team of the school collaborates to create a culture that prioritizes learning and sets high goals for student accomplishment. A senior leader is in charge of making sure that every student receives the best possible education. For this requirement, it is important to take into account the professionalism of the school administrators who are tasked with establishing an inclusive atmosphere and highlighting cultural diversity.

In recent research, (Khaleel, N., Alhosani, and Duyar, 2021) the authors emphasized the importance of school leaders in fostering inclusive learning environments. The study focused on analyzing the role of school principals in supporting inclusive schools in the UAE city of Al Ain and examined the circumstances surrounding inclusive schools in the setting of the UAE. School leaders need to recognize that professional development is crucial for all stakeholders, including themselves, according to the study's data analysis. The study suggested that principals' knowledge of inclusive education and schools should be improved via regular professional development.

## 4.2 The Participant’s Personal Experience

With 14 years of practical experience as a professional educator, I have had an invaluable opportunity to directly study and engage with learners from many origins and cultures. Being an elementary coordinator has allowed me to observe the inherent difficulties that teachers have while attempting to create a pleasant and inclusive learning environment for learners from all cultural backgrounds. Based on my own experience, I am firmly convinced that it is crucial to modify and review the curriculum in order to appropriately meet the special requirements of each student with a variety of cultural backgrounds.

Being a professional educator with many years of experience working with student populations that are culturally diverse, I have seen that despite teachers' committed efforts to foster an inclusive environment, additional monitoring and evaluation are still required to ensure successful implementation. Although the Ministry of Education offers guidelines and frameworks for fostering multiculturalism in classrooms, there is rising awareness of the significance of having a curriculum that is explicitly inclusive and that can be monitored and documented to assess school success in this area.

The importance of establishing an inclusive curriculum that honors the cultural variety of students and fosters their involvement and learning has been emphasized in earlier research studies. For example, a research by Banks (2008) stressed that an inclusive curriculum should go beyond just including varied content and should also include culturally responsive teaching strategies that recognize and appreciate the variety of backgrounds of students. This might involve adopting teaching practices that are inclusive and related to students' cultural identities, as well as infusing multiple viewpoints, histories, and experiences into the curriculum.

Additionally, Ladson-Billings' (1995) study has demonstrated that an inclusive curriculum may enhance kids' academic success, self-esteem, and sense of belonging. Students' enthusiasm and

involvement in studying may increase when they recognize themselves and their cultures in the curriculum, which can boost academic achievement.

In order to assure the success of an inclusive curriculum, research by Gay (2002) and Villegas and Lucas (2002) and others have emphasized the significance of monitoring and assessing the implementation of the curriculum. This might entail gathering and evaluating data on student performance as well as input from teachers, students, and families. It can also involve continuing assessments of the curriculum's content, teaching methods, and student outcomes.

Furthermore, I want to emphasize how important senior leadership and high-level management are in guiding the school toward the development of a truly inclusive and multicultural vision. The senior leadership group has the power to influence and mold the school's culture, vision, and course. Senior leadership must completely understand the needs and requirements given by the Ministry of Education in order to promote a multicultural vision, and they must align their goals and objectives accordingly. The United Arab Emirates School Inspection Framework provides suggestions that the Ministry has implemented to actively support the development of a multicultural vision in schools, making it a useful resource. Using this paradigm, educational institutions may efficiently track their progress and make the required adjustments to achieve the multicultural goals.

Senior leadership must take a proactive and vital role in leading this process to guarantee that the school is firmly on the path to developing a multicultural vision that actually helps its students in the long term. Senior leadership can successfully build an inclusive and culturally varied atmosphere that promotes learning, progress, and mutual respect among students of all cultural backgrounds by adopting proactive actions and putting plans in place in accordance with the Ministry's guidelines. Building a multicultural vision in schools requires the active participation of senior leadership and high-level management. This vision will definitely produce enormous advantages for the children, the school community, and the larger society as a whole. Based on these results, it is clear that a more systematic and thorough approach would

be beneficial for the implementation of a multicultural vision in schools, despite the efforts of educators and the recommendations offered by the Ministry of Education. This may involve the creation and implementation of an expressly monitored and documented inclusive curriculum, as well as continual observation and assessment to gauge the effectiveness of the school in fostering diversity. By doing this, schools may make sure that their initiatives to foster an inclusive culture are successful and significant, resulting in better results for all students, regardless of their cultural backgrounds.

## 4.3 Data Presentation

### 4.3.1 Teachers' Survey

In order to determine how well the school community supports professors, staff, and students in feeling valued and in learning about, debating, and facing issues of cultural diversity, a study was undertaken in a private American school in Sharjah. Teachers and headteachers were given a survey with open-ended and closed-ended questions pertaining to the study subject. A questionnaire also revealed information regarding the teaching methods used in the schools. The open questions showed a lack of in-depth knowledge and implementation of diversity in the classroom, despite the good replies to the closed ones. These results imply that although there may be a level of perceived support for cultural diversity, there may be a disconnect between that view and actual implementation in practice.

The sampling technique, often known as non-probability sampling since participants are chosen based on particular criteria, was used to conduct the survey of educators. 80 % of all educators who took part in the survey were elementary school teachers, which made up the bulk of the group. Teachers from middle and high schools made approximately 20 % of the participants. The study has four sections for the participating educators to complete, which are broken out as follows:

Section 1: Sense of Belonging for Teachers and Students

The survey's part on belonging will focus on both teachers and students. Regarding how much both educators and learners feel appreciated as members of the school community, there are five questions in this area. The feedback will enable us determine how a school's teachers and students feel about the wider community.

Section 2: Cultural Awareness and Action for Teachers

This section's objective is to evaluate the level of assistance provided by the institution for teachers and staff in pursuing their goals of knowledge, dialogue, and confrontation of cultural diversity-related issues. Regarding how well the school supports professors and staff in these areas, there are five questions in this section. The replies will aid in determining the extent of the resources and assistance offered to teachers and staff in relation to cultural diversity.

Section 3: Educating All Students for Teachers

The survey's component on faculty readiness to fully support all students will focus on their experiences of that readiness. Five questions make up the section and inquire about the faculty members' opinions of the ability to help all students. The replies will aid in determining how prepared professors feel to offer equal support to all students.

Information was gathered regarding students' feelings of belonging at a particular school in the survey's first section. The purpose of the first question was to find out how well the classmates understood one another. According to the results, 32% of students and 56% of students absolutely and somewhat understand one another. However, 12% of learners either comprehend somewhat or not at all. The second question investigated how connected students felt to their education. According to the replies, 48% of the students feel strongly linked, while 44% feel connected in some way. However, 25 students (out of an undetermined total number of students) reported not feeling connected at all, while 8% of students only feel marginally attached. The third question focused on the degree of courtesy that students express when speaking with one

another in class. The findings demonstrated that the majority of learners (54.2%) indicate some level of respect, while 41.7% indicate extraordinary levels of respect. A tiny fraction (4.2%), however, claimed that there is absolutely no respect.

How important are kids to other people at the school was the topic of the fourth question. According to the results, 50% of the students believe they matter a lot, while 45.8% say they matter a little. 4.2% say they don't think they matter at all. Students are rated on how much they feel overall a sense of belonging to the school in the last question. The majority of students (56%) and 32%, respectively, feel entirely and strongly like they belong. But 12% of students either fit in slightly, a lot, or not at all.

The majority of students appear to feel linked to and respected by their school and to believe that they matter, according to the results of the part of belonging survey. There may be space for improvement in the school's efforts to foster a feeling of community and belonging, as some students are feeling isolated and unwanted.(figure 6)

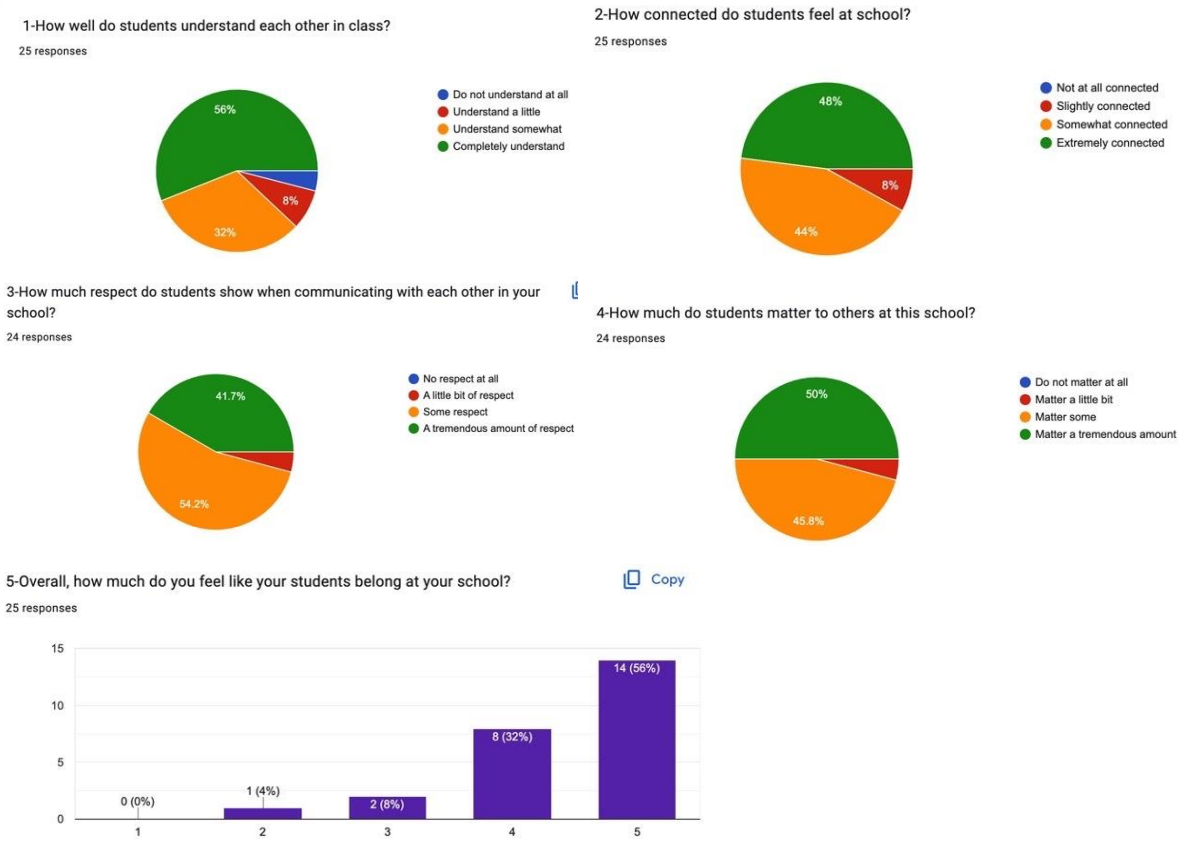



**Figure 6: Feeling of Belonging**

Data from the survey's Cultural Awareness and Action section provide light on how effectively the school supports and promotes cultural diversity. There were a variety of answers to the first question, which asked how frequently school administrators encourage educators to share knowledge about individuals from other cultures. Of the participants, 48% said that this encouragement occurs nearly always. This shows that the school values education about cultural diversity at a high level.

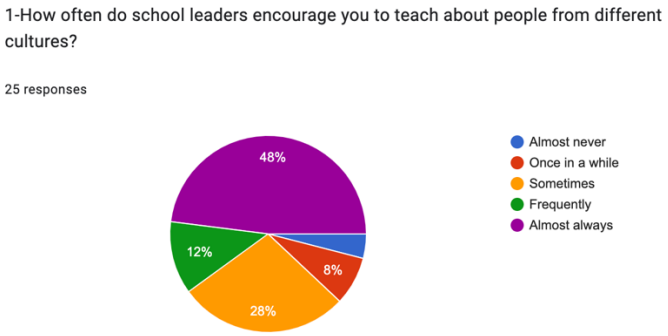
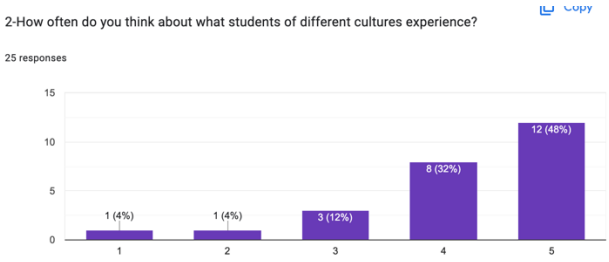
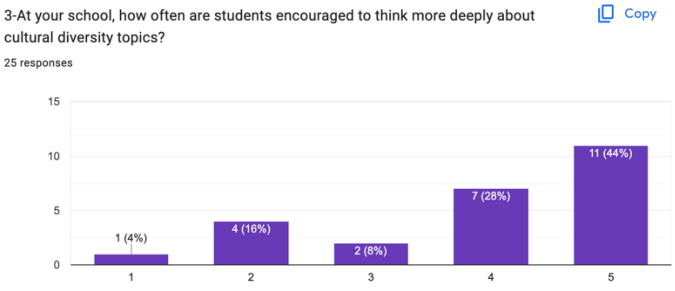



**Figure 7:Cultural Awareness and Action**

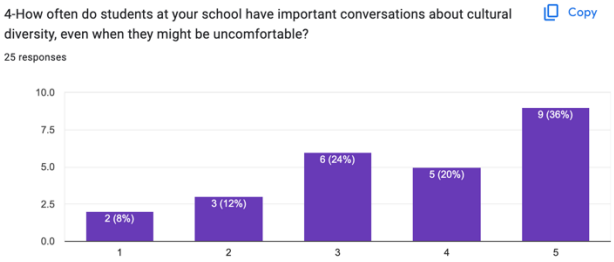
In response to the second question, which inquires how frequently teachers consider the experiences of learners from other cultures, 48% said that they do so almost always. This shows that educators understand the value of taking into account the experiences of learners from different backgrounds, which may result in more efficient and sensitive instructional methods.



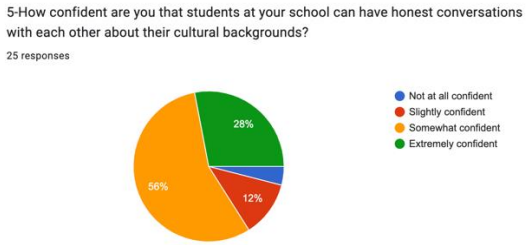

In answer to the third question, which asks participants how frequently they believe students are encouraged to interact deeply with issues of cultural diversity, 44% of respondents said that they believe this to be the case almost always. This implies that the institution is actively developing a climate that promotes diversity and motivates students to interact with and learn about many cultures.



In response to the fourth question, which inquires about how frequently students engage in crucial discussions on cultural diversity despite possible frustration, 36% of respondents said that it occurs almost always. This may assist to foster a deeper awareness and respect of cultural diversity by indicating that the school has developed a setting where learners feel confident talking about these subjects.



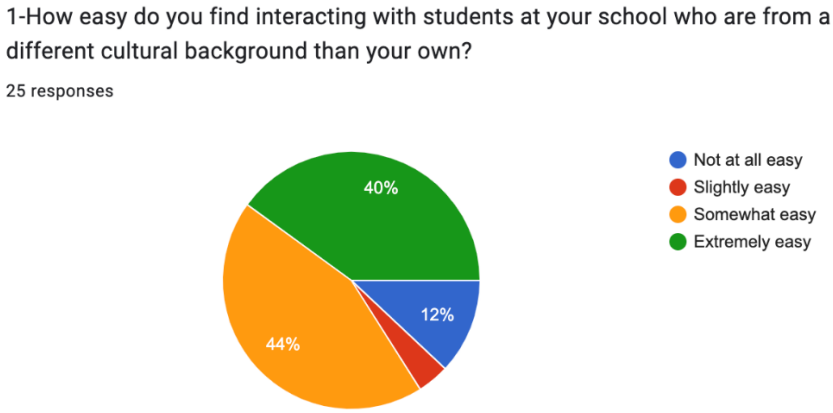

The fifth and final question asks whether educators are sure that their learners can have open discussions about their cultural origins. Of those who responded, 28% said they are very confident. This suggests that the school is fostering a climate that encourages open and honest conversation on cultural diversity, which may assist to lower barriers and promote more understanding and empathy among students from various backgrounds.

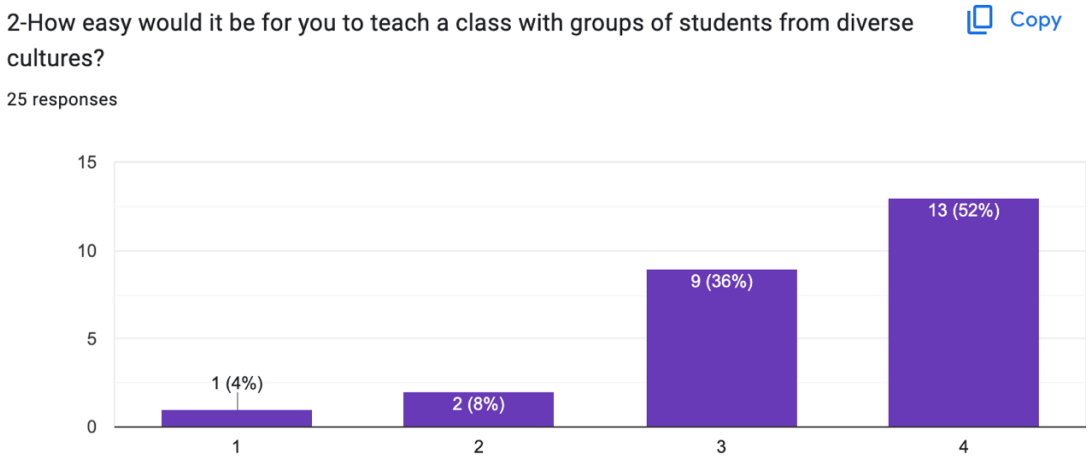



The data indicates that the school is working to encourage and promote cultural diversity overall, however there may be potential for improvement in some areas.

Education of all students and faculty opinions in that regard were the key topics of the survey's third section. Based on the information gathered, the staff feels usually confident and equipped to assist students from different backgrounds. 84% of responders to the first question said they found it at least somewhat simple to communicate with learners from other cultural backgrounds. Similar to the first question, 88% of respondents said they found it at least relatively simple to teach a class of children from different cultural backgrounds. The majority

of respondents (88%) stated that they found it at least somewhat easy to come up with solutions for dealing with complex diversity issues. According to 68% of respondents, managing a student in class who struggles to communicate because of their unusual native language is at least somewhat simple. Finally, the majority of respondents (79.2%) indicated that they were at least somewhat educated about resources for working with kids who have special learning needs. These results imply that faculty members are confident and well-prepared to assist a diverse student body.



3-When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?

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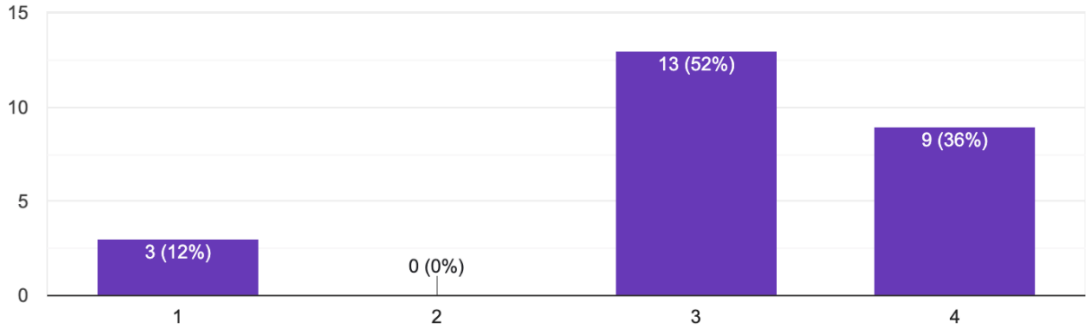
25 responses




4-How comfortable would you be having a student who could not communicate well with anyone in class because their home language was unique?

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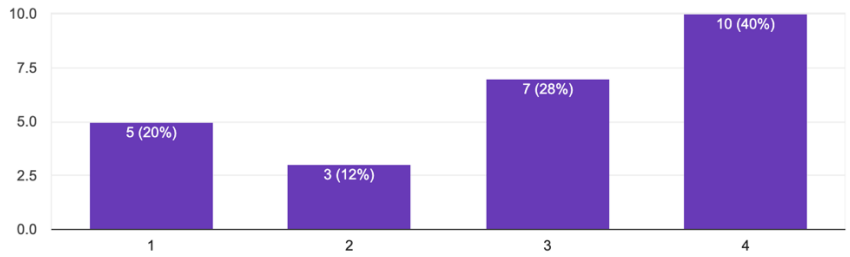
25 responses




5- How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?

24 responses

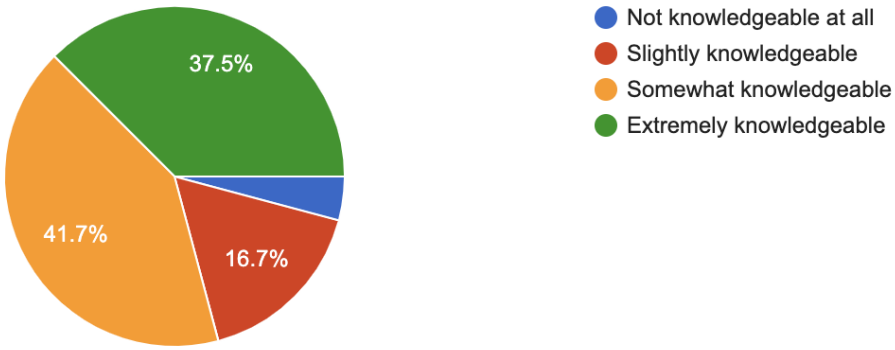



**Figure 8: Education of all Students**

According to the data examined, it makes sense that teacher readiness to fully support all students may be improved. More assistance may be needed by faculty members, in particular, in discovering resources for students with special learning needs and communicating with students from different cultural backgrounds and student groups in their classrooms. Additionally, dealing with delicate diversity-related issues in the classroom may be an area for growth.

More training in cultural competency, diversity and inclusion, and teaching methods for different student groups might be beneficial for faculty members in order to address these issues. Workshops, chances for professional growth, and accessibility to materials and tools online might all fall under this category. Schools may also want to think about putting in place a more extensive support system for learners with special needs, which might include more personnel, specialized activities, and individualized accommodations. Overall, schools may improve the inclusiveness and support of their learning environment for all children by adopting proactive measures to address these problems.

The same participants were asked through a questionnaire in the survey's last part as closed questions to compare their answers from the previous three sections to actual experiences and examples of how they interact with students in the classroom (Appendix 1). The first question asked participants to describe a challenge they had to overcome in a multicultural classroom and how they solved it. Based on the information provided, ten participants selected not to respond to the question about a problem they encountered in a multicultural classroom or chose to indicate that they did not wish to respond. Although the reason for these participants' silence is unknown, it might mean a number of things. For instance, individuals might not feel comfortable expressing their experiences or they might not think that their experiences are relevant to the subject if they haven't directly encountered a barrier in a multicultural classroom. It is crucial to remember that a participant's silence does not imply that they don't value or support diversity and inclusion in the classroom. The lack of responses, however, can also point to the need for more research and inquiry into the reasons why certain participants might not feel comfortable discussing diversity and cultural sensitivity in the classroom or sharing their

own experiences.According to the other responses, it appears that teaching in multicultural classroom presents a number of difficulties for educators. Language barriers, cultural differences, arguments resulting from various cultural events, and students boasting about their ethnic heritage are a few of these difficulties. Teachers have used a variety of strategies to address these issues, including encouraging students to use sign language, identifying points of shared characteristics between various cultures, encouraging students to speak English during recess, and using technology like Google Translator to improve communication.According to the information provided, it could be advised that instructors get assistance and training on how to successfully handle the difficulties of teaching in multicultural classrooms. Resources on how to deal with cultural differences, interact successfully with learners who speak other languages, and promote a climate of respect and tolerance in the classroom may be made available as a result. A supportive community of educators that is prepared to meet the requirements of its varied student population may be developed by giving instructors the chance to share their experiences and best practices with one another.

The second section of the questionnaire asked for ideas on how to provide a secure and welcoming learning environment for students from various ethnic backgrounds. Looking at the replies, it appears that five respondents didn't offer any information on how they foster a secure and welcoming learning environment for learners from various cultural backgrounds. As a result, it is challenging to draw any conclusions regarding their tactics or methods. It's likely that they have nothing to say, but without their involvement, it's hard to know how they would go about establishing a secure and welcoming learning environment. Regarding the remaining responses, it appears that instructors accommodate kids with a range of needs in a safe and inclusive atmosphere in a number of ways. Respondent 6 emphasizes the necessity of reminding children about diversity and tolerance, whereas Respondent 7 emphasizes the value of enabling students to discuss their cultures. Respondent 8 discusses how they involve all students in class activities and relate the lesson to events being place in other nations. Respondent 9 is particularly concerned with closing the gap by providing more information and resources and working one-on-one with learners. The necessity of respecting cultures in the morning and at home time is emphasized by respondent number 10. The necessity of ongoing, regular contact and getting to

know students is emphasized by respondent number 11. Respondent 12 utilizes a routine of "show and tell" from many students' native nations to promote cultural exchange. Making students feel welcome in school and at ease is important, as stated by respondents 13 and 14. The use of a common language to unite learners is stressed by respondent number 15. Respondent 16 searches for similar experiences and hobbies that might bring students together. Student 17 provides additional assistance to those who might not feel comfortable addressing questions in class. The necessity of allowing for mistakes in a secure setting is emphasized by respondent 18. In order to build close relationships with students, respondent 19 emphasizes the value of understanding about their cultural backgrounds, interests, and learning preferences. Student 20 encourages communication among peers and cultural understanding. Respondent 21 underlines the value of utilizing several but related strategies. Respondent 22 focuses on encouraging learners from diverse ethnic backgrounds to always speak English. The need of ongoing discussions on respecting others is stressed by respondent 23. The significance of establishing links amongst all cultures at the start of the year is emphasized by respondent number 24. Respondent 25 highlights the utilization of conversations and show-and-tell tasks in within the classroom.

Participants' replies indicate a variety of tactics utilized to provide a safe and inclusive learning environment for learners from varied cultural backgrounds. Furthermore, it is obvious that there are several approaches to creating a safe and inclusive learning environment for earners from varied cultural backgrounds, and each teacher has their own distinct approach. Some of the comments, however, are rather broad and may benefit from greater explanation or clarity. Respondents 6, 10, 13, and 14 all mention making learners feel "warm and comfortable" about coming to school. While this is undoubtedly crucial for fostering a healthy classroom atmosphere, it is unclear from these comments how this is particularly accomplished or what actions are taken to help students feel comfortable. Similarly, respondent 11 emphasizes the necessity of "continuous consistent communication," however it is unclear what particular tactics are employed to interact with kids and their families from this response. Furthermore, respondent 22 suggests that students from culturally diverse backgrounds should always speak in English, which may be viewed as a problematic strategy that does not fully embrace cultural

diversity and may hinder the ability of students while expressing using their own native language.

Overall, the responses reveal some effective ways for building a safe and inclusive learning environment for students from varied cultural backgrounds; nevertheless, more extensive effort and follow-up may be required to completely accomplish the aim of cultural acceptance among students. This might include more discussion and training on specific cultural acceptance tactics, as well as regular assessment and evaluation to ensure that these strategies are effective. According to the survey participants' replies, several effective techniques are being used to promote a safe and inclusive learning environment for kids from varied cultural backgrounds. Several responders, for example, underlined the significance of appreciating and valuing diversity, developing close relationships with children and parents, giving more resources and assistance, and providing chances for students to express their culture and learn about others. All of these are crucial tactics for establishing cultural acceptance in the classroom.

It is crucial to emphasize, however, that developing a truly inclusive atmosphere is an ongoing process that needs continuing effort and monitoring. In certain circumstances, responders' approaches may need to be refined or augmented with extra resources or training. For example, while it is vital to educate students of the value of diversity and tolerance, more specific instruction on how to do so successfully may be required, particularly for students who have not previously been exposed to diversity. Similarly, while using show and tell activities and dialogues to promote cultural awareness can be beneficial, more resources or assistance may be required to ensure that all kids have a chance to participate and feel appreciated.

To completely accomplish the aim of cultural acceptance among learners, it may be required to conduct continuing assessment and evaluation in order to identify areas for development, as well as to give extra training and support to educators. This might include frequent surveys or other feedback tools to seek feedback from students, parents, and educators, as well as continuous professional development opportunities to ensure that educators have the skills and

knowledge necessary to establish an inclusive classroom environment. Overall, developing a truly inclusive learning environment takes continual effort, but the advantages are important, both for individual students and for the school community as a whole.

The third question asked for scenarios regarding modifying teaching approaches to fit the requirements of students from various cultural backgrounds. Based on the answers, some educators have modified their teaching approaches to better suit the requirements of students from varied cultural backgrounds by incorporating their students' cultures and experiences into their teachings. One educator, for example, allows learners to contribute their knowledge and experiences from their home countries and relates it to the lecture. Another instructor uses someone's country as an example during a lesson, such as the pyramid of Egypt when teaching a topic about shapes in Math. Other tactics discussed include teaching cultural diversity and acceptance precisely, utilizing easy activities and papers to fill in, repeating the work more frequently, and using alternative plans with the children or different styles of the same activity to meet their requirements. Some teachers also provide cultural experiences to learners in order to make them feel included, and they apply visuals and small group instructions to break down instruction.

While these measures are steps in the right direction toward building a more inclusive learning environment for students from various cultural backgrounds, a number of the comments indicate a lack of defined criteria or rules for adjusting instructional methods. Ten respondents did not reply to the question of how they have altered their teaching techniques to better address the needs of students from varied cultural backgrounds, which may suggest a gap in their awareness or use of inclusive teaching tactics. This indicates a possible discrepancy in the belief that inclusion is simple and currently presented in every classroom. It is evident to highlight that the ten non-respondents might have several reasons for not being able to answer these questions. This may include a lack of experience teaching students from diverse cultural backgrounds, feeling uncomfortable or insecure about addressing the topic, or mainly having difficulty comprehending the question. Despite the causes, the lack of responses indicates further

knowledge, insight, and assistance in building inclusive teaching techniques may be required in order to enhance the teaching practices in an inclusive environment.

Furthermore, some of the replies may require additional study and follow-up to ensure that they actively foster cultural acceptance and understanding in the classroom. For example, one person suggested utilizing English as the primary language to guarantee that everyone understands, but this strategy may not suit the needs of learners whose native language is not English. Similarly, while introducing famous people from across the world may be an effective approach to showcase varied perspectives in the classroom, it may not always foster cultural understanding and acceptance.

In conclusion, while the replies indicate that a number of educators have altered their teaching approaches to better meet the requirements of students from varied cultural backgrounds, more instruction and assistance in building inclusive teaching practices is still required. Overall, more extensive and purposeful work is required to modify instructional approaches to better suit the requirements of students from varied cultural backgrounds. This might require continual professional development and training for educators on particular tactics for encouraging cultural acceptance and adjusting teaching methods, as well as regular assessment and evaluation to assure the effectiveness of these initiatives. Furthermore, teachers may find it beneficial to get feedback from students and their families on a frequent basis to verify that their teaching techniques are effective and the learner's needs are being met.

### 4.3.2 Head Teachers' Questionnaire

The structured interviews with ten head teachers took place, and 15 questions were asked in total for collecting information; ten closed-ended questions and five open-ended questions (Appendix 2) were used to compare quantitative data with qualitative data based on the presented responses. The first section of the questions focused on Cultural Awareness and Action, with an overall total of 5 questions. The first question assessed students' exposure to and

participation with multicultural education within their school context. Responses ranged from never to frequently. Given the responses, it appears that learners are given the opportunity to learn about people from other cultures on a variable basis. 10% of respondents said they were almost never given opportunity to learn about diverse cultures, which might imply a lack of emphasis on multicultural education in the school setting. 30% of respondents stated that chances to learn about various cultures were offered once in a while, implying that multicultural education is not a priority in their school setting but is nonetheless included to some level. 40% of respondents said they were sometimes given opportunity to learn about various cultures, implying that there is a medium focus on multicultural education in their school setting. 20% of respondents said they have frequent opportunity to learn about diverse cultures, showing a significant emphasis on intercultural education in their school setting. Overall, these replies indicate that students' exposure to and involvement with multicultural education within their educational environment varies, and there may be potential for improvement in encouraging cultural understanding and inclusion.

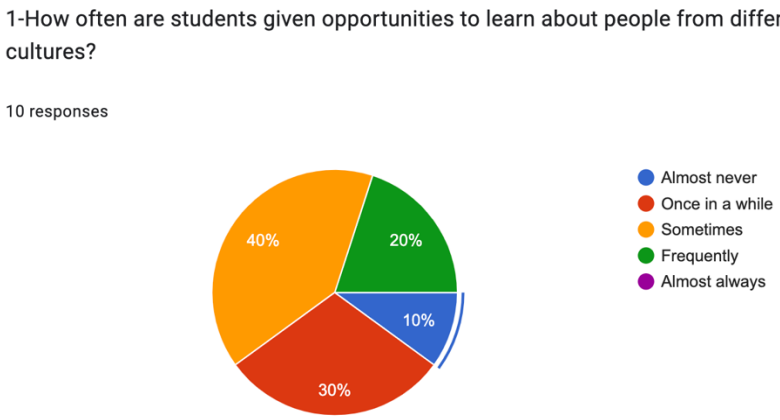



**Figure 9: Learners' perspectives from diverse cultures**

The second question assesses how frequently responders consider the perspectives of learners from diverse cultures. It attempts to examine respondents' cultural diversity and inclusion knowledge and concern. This question may also reveal how much respondents value and appreciate multiculturalism and the experiences of students from many different cultures. Based on the comments, it was discovered that there is a wide difference in the degree of consideration given to the experiences of learners from other cultures. 10% of respondents said they almost never think about what earners from other cultures go through, which might suggest a lack of

knowledge or understanding of the value of cultural diversity and inclusion40% of respondents said they think about what learners from other cultures go through on a regular basis, implying that cultural diversity and inclusiveness are not at the top of their thoughts but are nonetheless taken into account. 20% of respondents said they occasionally consider what students from other cultures go through, showing a modest level of knowledge and care for cultural diversity and inclusion. 30% of respondents said they regularly consider what students from other cultures go through, indicating a high emphasis on cultural diversity and inclusion, as well as a dedication to understanding and supporting the experiences of students from other backgrounds. Overall, these replies indicate that the degree of care paid to learners' experiences coming from various cultures, as some of the responses revealed the necessity for more awareness and some others showing a firm commitment towards the support of inclusivity and cultural diversity.

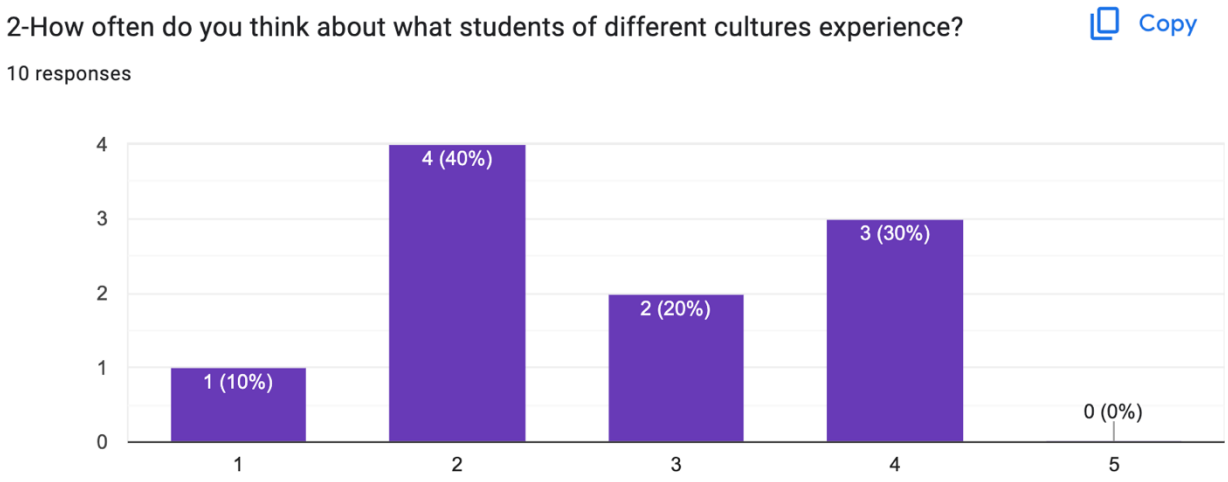



**Figure 10: Experiences of different cultures**

As for the question number three: ” How often do students at your school have important conversations about diverse cultures, even when they might be uncomfortable?” , it assesses the frequency with which important conversations about diverse cultures take place in the school setting, even when such topics might be uncomfortable. It seeks to measure the degree of awareness and attention placed on increasing cultural understanding and inclusion via challenging talks regarding diversity. This question may also reveal how open and accepting the

school atmosphere is to other ideas and experiences, as well as how effectively the school prepares learners to deal with and respect cultural differences.

According to the responses, it appears that essential talks regarding other cultures do not occur regularly in the educational setting. According to 50% of respondents, these talks practically never occur, indicating a lack of emphasis on encouraging cultural knowledge and tolerance via open and difficult conversations about diversity. 40% of respondents said these talks happen once in a while, showing that there is some effort to integrate these dialogues but possibly not enough to establish a culture in which such discussions exist as a norm. 10% of respondents said these talks happen sometimes, implying that there is some amount of conscious effort to include these dialogues in a meaningful way. In general, these replies indicate that a greater focus should be placed on fostering a culture in which cultural diversity topic talks regarding all cultures, even when being a challenging mission, is to be more evident and stressed on in being a routine in classes. This may support with the promotion of cultural understanding and inclusion, as well as the creation of a more welcoming and inclusive atmosphere for all learners.

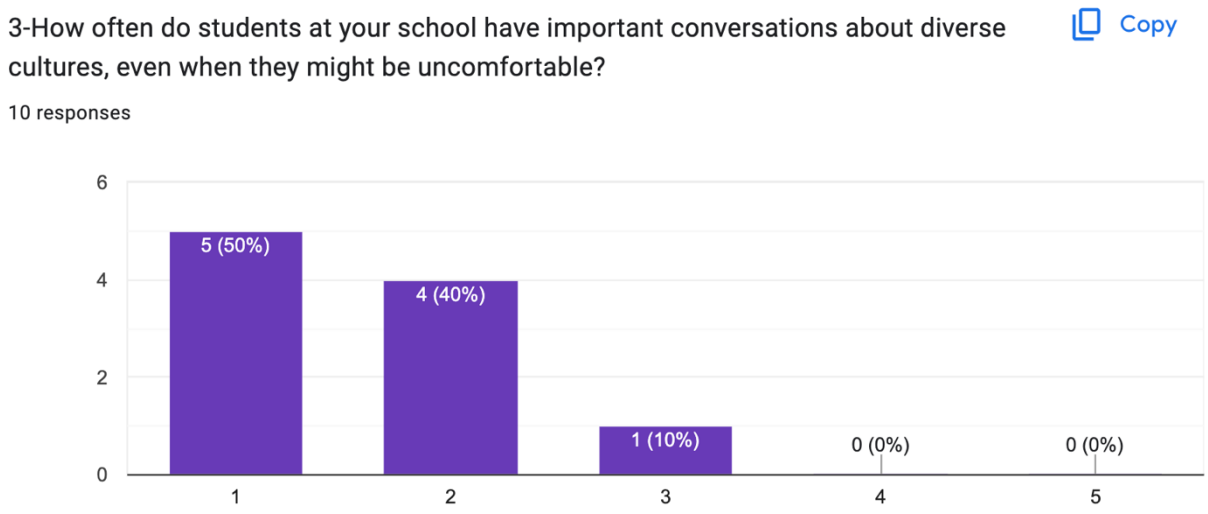



**Figure 11: Conversations of diverse cultures**

The fourth question in the same category is, "When there are major news events related to diverse cultures, how often do adults at your school talk about them with students?" The question assesses how frequently adults at the school discuss big news and cultural topics with

learners. It seeks to measure the amount of effort and attention spent on discussing current events concerning ethnic diversity and inclusion in the classroom setting. This question also focuses on the school's efforts to give learners the chances to learn about and connect with relevant cultural events and concerns occurring outside of the school setting. It can also reveal the school's level of knowledge and care for cultural diversity and inclusion, as well as how well the school prepares learners to cope with and accept cultural diversity in the community. According to the responses, it appears that talks regarding big news events involving multiple cultures do not occur regularly in the educational setting. 60% of respondents responded that these talks occur once in a while, implying that some effort is being made to accommodate these topics, but maybe not enough to establish a culture in which these dialogues are dominant. The 20% of respondents who stated that important news events involving multiple cultures are almost never discussed in the classroom setting show a shortfall of focus our attention to cultural diversity and inclusion. The pattern of such responses suggests that the school should promote discussions of various cultures and occasions, and that students are provided with the opportunity to learn about and participate with cultural diversity.10% of respondents said they happen sometimes implying that there is some intentionality in conveying these types of events, but not regularly. Lastly, just 10% of respondents reported that these dialogues happen frequently, suggesting that the school atmosphere may not prioritize discussions on big news events involving multiple cultures. Overall, this response implies that the school's approach to developing cultural knowledge and inclusion through discussions of current events should be improved.

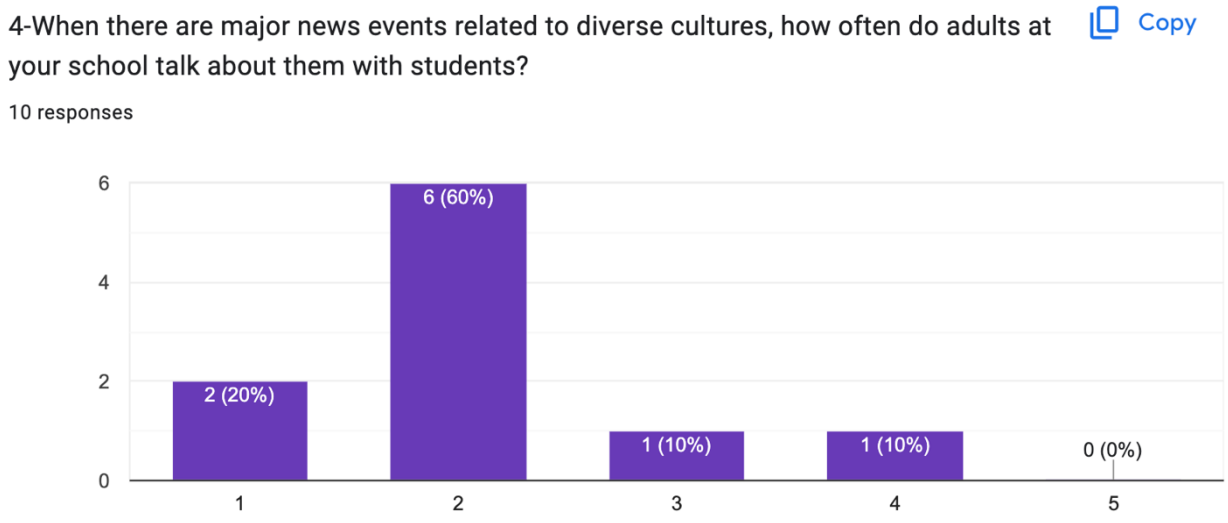



**Figure 12: Frequency of discussing news**

The section concludes the last question, "How comfortable are you discussing multi-cultural topics with your students?" focuses on educators' degree of comfort and confidence in interacting with and discussing multicultural themes with their learners. This question attempts to determine the educator's feelings about handling difficult concepts that may emerge in talks of multiple cultures, as well as how open they are to learning and teaching about different cultures. Its goal is to evaluate the extent of cultural competency and inclusion in the educator's approach to educating and engaging learners. The following are the replies to the question:

10% Not at all comfortable

50% Slightly comfortable

10% Somewhat comfortable

30% Extremely comfortable

The vast majority of the participants (80%) said they feel somewhat to highly comfortable discussing imulticultural issues with their learners. However, a sizable minority (10%) said they are not at all comfortable addressing multicultural issues. Such percentage of responses suggest that, while the majority of teachers are familiar with discussions related to multicultural

matters, there may still be a need for additional training and development in developing cultural competence and inclusive teaching practices for a smaller minority of educators who are less comfortable discussing multicultural topics. It also emphasizes the need of building an inclusive culture in which teachers feel comfortable and competent addressing the topic of multiculturalism with their students.

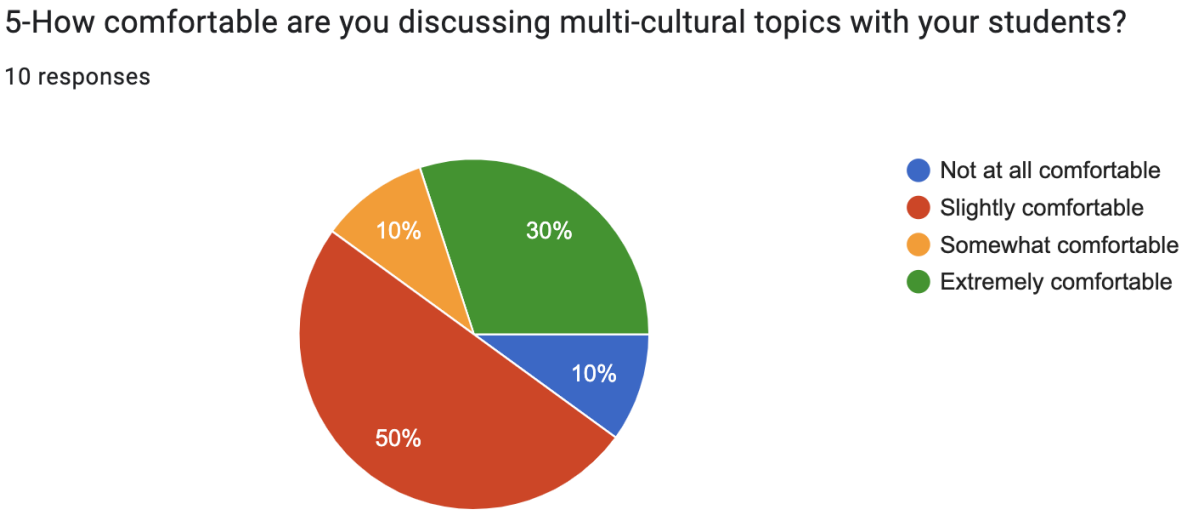



**Figure 13: Discussing multicultural topics**

The section Professional Learning About Equity, which has five questions in total, intends to assess educators' professional learning experiences regarding equity in their schools. The questions are outlined to elicit information regarding the value and effectiveness of equity-focused professional development opportunities, the usefulness of co-workers' ideas in promoting culturally appropriate responses, the rate with which educators explore new ways to promote equity in their practice, the effectiveness of school administration in advancing student equity, and the level of support provided by the school for educators' professional growth. The section intends to give insight into the strengths and limitations of professional learning experiences connected to equality in the school environment by gathering this information.

"How valuable are the equity-focused professional development opportunities?" is the first question that focuses on the importance of equity-focused professional development

opportunities at a given institution. It is aimed at finding out how much weight the school community places on the development and training of teachers, staff, and administrators in terms of fostering equality, diversity, and inclusion in the school setting. This question also asks if the school community feels that equity-focused professional development opportunities are an effective method to building a more equal and inclusive learning environment for every learner. According to the responses, the majority of staff members does not place a high value on equity-focused professional development opportunities. Only 30% of respondents consider such opportunities are somewhat valuable, whereas, 60% state that they are slightly valuable. This shows that there might be a lack of participation from educators in terms of fostering equality and diversity. It is worth mentioning that 10% of those polled do not value such opportunities at all. This might suggest that certain staff members are unaware of the relevance of equity-focused professional development opportunities, which may necessitate further efforts to educate and involve them in these programs. Overall, the responses indicate that the school may need to investigate new techniques to improve the value and effect of equity-focused professional development opportunities for its employees. This might include developing different trainings and relevant contents, increasing the resources or incentives, or strengthening the communication and engagement initiatives in regards to the necessity of enhancing equity and multicultural diversity in the educational field.

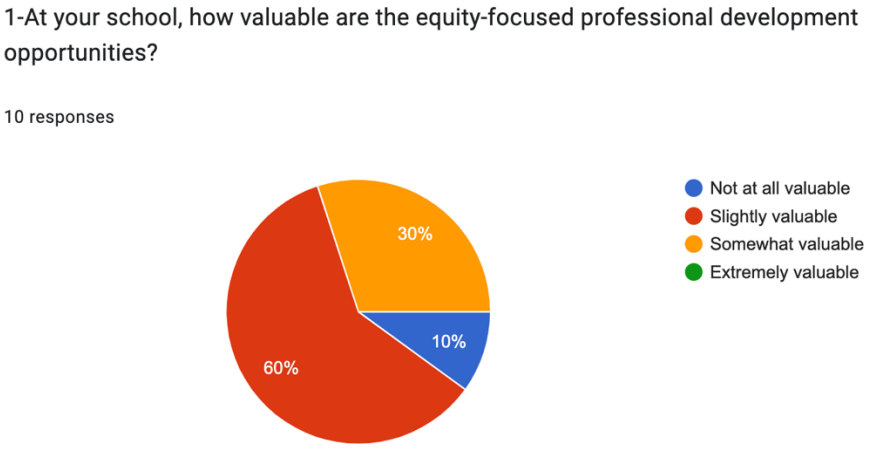



**Figure 14: Educators Learning Experience**

"When it comes to promoting culturally responsive practices, how helpful are your colleagues' ideas for improving your practice?" focuses on how much the responder values and embraces the views and ideas of their colleagues in fostering culturally responsive practices. According to the responses, it appears that the majority of respondents believe their colleagues' suggestions for fostering culturally sensitive practices to be at least somewhat useful. In particular, 60% of respondents find their colleagues' suggestions somewhat helpful, 30% of them fifind them slightly helpful, and 10% find them completely unhelpful. No respondents thought their colleagues' suggestions to be extremely helpful. Overall, it indicates that, while some respondents find their colleagues' suggestions more valuable than others, the majority of respondents perceive some weight on their colleagues' recommendations for fostering responsive practices. It might also imply that there is space for development in terms of collaboration and ideas exchange among colleagues when it comes to establishing culturally sensitive practices.


**Figure 15: Valuing ideas and views of colleagues**

Regarding the question: "How often do professional development opportunities help you explore new ways to promote equity in your practice?", it asks about the efficacy and the frequency of professional development opportunities in fostering equity in practice. Its goal is to determine how much educators believe professional development activities are assisting them in exploring innovative and effective approaches to promote equality in their practice. According to the responses, professional development programs do not regularly assist educators in exploring innovative approaches to promote equality in their work. Only 10% of respondents said such chances are frequently helpful, while 50% said they are only helpful once

in a while. In addition, twenty percent of respondents said that professional development opportunities almost never assist them in exploring new approaches to promote equity, indicating a possible gap in their efficacy. The low number of responses stating that professional development opportunities are almost always beneficial shows that there may be potential for improvement in their design and delivery to more effectively assist educators in fostering equality in their practices.


**Figure 16: Frequency of professional development**

The question "Overall, how effective has your school administration been in helping you advance student equity?" seeks to investigate the school administration's performance in promoting student equity. It seeks to assess educators' opinions of how well the administration supports equality initiatives, policies, and practices in the school. The question seeks to highlight areas in which the administration may improve in order to foster equity and guarantee that all learners have equal opportunity to excel.

According to the responses, most teachers do not believe their school administration is highly effective in assisting them in advancing student equity. The majority of respondents believe their administration is slightly or somewhat successful, while a smaller minority believes it is completely ineffective. The replies to this question indicate that there may be space for

improvement in terms of teachers' evaluations of the support they receive from their school administration in fostering student equity. According to these responses, the school administration is judged to be moderately successful in assisting teachers in advancing student equity. The administration was viewed as slightly effective by the majority of respondents (60%) and somewhat effective by 30%. Only 10% of respondents said the administration was ineffective. It’s worth emphasizing that this question emphasizes on the role of school administration in fostering equity, rather than teachers or other variables that may contribute to a school's overall equity efforts.

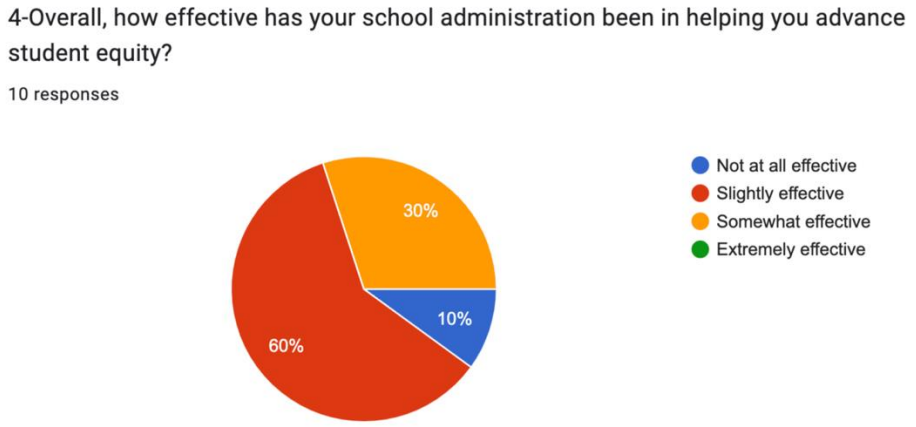



**Figure 17: school administration's performance**

The question "Overall, how supportive has the school been of your professional growth?" seeks to investigate the institution's degree of support for the teacher's professional development. It focuses on the school's resources, chances, and assistance for teachers to enhance their skills and knowledge in their area of competence. The question tries to reveal how respected the teacher perceives themselves to be in the school community, as well as how much assistance they believe they are receiving to advance in their career. The response can give insight into the success of the school's professional development programs as well as the degree of investment in the growth of its teachers. According to the replies, the majority of respondents (60%) believe their institution is just slightly supportive of their professional development. Another 10% believe their school is either somewhat or extremely supportive, while 20% believe it is not at all supportive. The purpose of this question is to investigate the degree of assistance that

educators believe they receive from their institution in terms of professional development and advancement. The responses indicate that there is opportunity for improvement in how schools support their instructors' professional development.

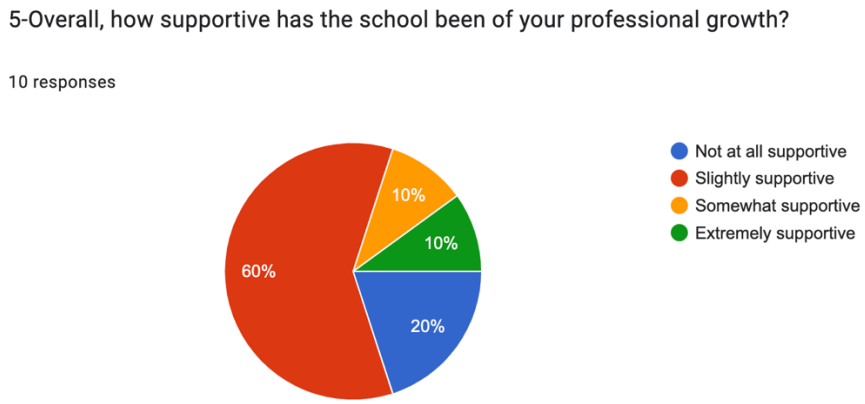



**Figure 18: The institution's degree of support**

The replies in the area of professional learning and equality demonstrate that educators have a diverse set of perspectives and experiences. In general, there is space for improvement in terms of professional development opportunities, peer support, and the efficacy of school administration in fostering equity. According to the replies, it is evident that many leaders (headteachers) feel slightly or somewhat supported in their professional development, and equity-focused professional development programs in which that such professional development initiatives presented are not always useful or meaningful. While some instructors are quite comfortable handling multicultural issues with their learners, while others are not comfortable at all. Overall, the results suggest that more conscious and productive assistance for educators in promoting equality and developing multicultural classrooms is needed. Professional development programs must be more impactful and targeted to individual educators' needs, and school management must take an even larger part of assisting their staff members. Furthermore, continual conversation and collaboration among colleagues is required to share effective strategies and encourage each other's progress in fostering equity.

In order to compare the responses of the same participants to the first two sections with actual experiences and examples from how they perceive the topic as headteachers and middle leaders, and to compare the quantitative data with more qualitative analysis of their responses and evidence on what they based their answers on, the final section of the questionnaire included five open-ended questions. (Appendix 2)

There are several common themes across the 10 responses to the first question, "Can you provide specific examples of how the diversity of your school helps prepare students for the complexities of the globalized world?" First of all, a lot of the replies emphasize the value of providing students with a range of learning opportunities, such as projects outside of the typical classroom activities and events like Global Day. These kinds of connections can broaden students' comprehension and respect of various cultures, languages, and viewpoints. Second, there are some responses of particular educational activities that aid in preparing learners for a globally connected environment. One response, for instance, discussed incorporating the UNICEF 17 projects into their lesson plans, which might entail tackling topics like global health, poverty, and injustice. Thirdly, a lot of responders stress the significance of encouraging tolerance for others' differences by educating kids to embrace variety and encouraging open dialogue on controversial topics. By doing this, schools may become more inclusive and students may be better equipped to engage with individuals from different backgrounds. Positive examples include participating in UNICEF programs, giving students options for learning, holding events for International Day, educating kids to accept others as they are, using movies and presentations, and students being exposed to cultural events. A lack of in-depth discussion on challenging topics, uneven instructional practices, and the demands of more deliberate attempts to foster diversity are some of the concerns though. Therefore, one area for improvement may be to build a more thorough and systematic strategy for encouraging diversity in the school, with standardized practices in all classrooms and a greater emphasis on in-depth conversations on delicate diversity-related topics. This might entail offering instructors' opportunities for professional development, including students in the creation of diversity-promoting methods, and generating chances for continual review and improvement of the school's diversity policy. As a whole, the results indicate that a school's diversity may have a significant impact on how well children are prepared for the globalized world by introducing them to many cultures, languages, and viewpoints and by fostering acceptance and understanding of variety. It is also

evident that there is no one solution that applies to all situations, and that various schools may need to come up with unique strategies to promote these values depending on their unique setting and the population of learners.

According to the answers to the question, "In what ways does the diversity of your school promote cross-cultural understanding and communication among students?" it seems that some efforts are being created to encourage cross-cultural understanding and communication, nevertheless there remains an opportunity for growth. According to some of the responses, the school fosters cultural awareness and communication through a variety of programs and activities, including speaking classes, assemblies, debates, and the commemoration of Global Day. Students get the chance to engage with friends from all origins and learn about many cultures through these activities. Other comments make the case that more cross-cultural understanding, such encouraging responsibility and respect for everyone, utilizing various teaching and learning techniques, and holding group meetings, may foster cross-cultural understanding and communication in a way that leaners will learn about the diverse cultures of each other. Some respondents, however, believe that there is insufficient proof that the institution actively fosters cross-cultural understanding and communication or that there are no set standards that everyone adheres to or strives to meet. Additionally, other answers imply that cross-cultural dialogue and understanding are not intentionally included into the curriculum or school culture but are merely mentioned in casual talks about culture. The answers provided indicated that more conscious and planned efforts are required to increase student cross-cultural communication and comprehension. Many of the comments were vaguer and lacked concrete examples of how the school is fostering cross-cultural understanding and communication, even though some of them cited events like debates, global day, and assemblies. One answer even claimed that the school's promotion of this is "not very well evidenced," suggesting that there may be a lack of explicit and ongoing efforts in this regard. To make improvements, the school may think about putting more deliberate and organized programs or initiatives—like intercultural exchange programs, cultural competence training for instructors, and multicultural student organizations—into place. The school might also support instructors in incorporating more culturally competent instruction into their regular lessons and interactions with students.

Overall, the replies show that even while the school is making some attempts to foster cross-cultural dialogue and understanding, more deliberate and systematic methods may be required to guarantee that all students are benefiting from the variety of the school community.

Based on the answers to the given question: "How does the UAE inspection framework take into account the diverse needs and backgrounds of its students?" it gives instances of how the expansion of the UAE's educational system has expanded the cultural variety of its classrooms. It seems that the UAE inspection framework may use some adjustment to better reflect the varied requirements and backgrounds of its learners. Even while the framework emphasizes the value of cultural diversity, several respondents complained that there aren't any clear rules or standards that everyone must adhere to. Cultural diversity should be harmonized throughout all topics, according to one respondent, suggesting that there may be a need for more coordination and uniformity in how this is done and how should the school address it. Another responder brought up the fact that the framework places a more emphasis on Islamic and UAE culture than on multicultural groups, suggesting the necessity for a more balanced strategy that considers the variety of all learners. In addition, some respondents pointed out that the promotion of diversity is not always represented in day-to-day classroom activities and that there is a need for more cohesion in the promotion of multiculturalism across all subject areas. In addition, some respondents gave examples of how the expansion of education in the UAE has enhanced cultural variety in classrooms, but others said the framework falls short in addressing the requirements of multicultural groups. In general, it seems that the UAE inspection framework might use more specific rules and standards for fostering multiculturalism and taking into account the different needs and backgrounds of its learners. In order to guarantee that diversity is reflected in regular classroom activities, it could also be necessary to broaden the focus beyond Islamic and UAE culture.

According to the comments on: “ In what ways does the UAE inspection framework promote equity and inclusivity among students with diverse backgrounds? it gives scenarios of how the UAE inspection framework supports learners' intellectual and emotional growth. It seems the UAE inspection framework understands the value of fostering fairness and inclusion among

students from different backgrounds. However, it appears that there aren't any clear instructions or methods that educators might use to put these concepts into practice. Numerous replies stress the need for clearer instructions and assistance in this area, such as a checklist or curriculum that can be used to make sure that teachers are adhering to the essential requirements. Additionally, even while the framework mentions academic and social-emotional development, it could be helpful to include more detailed examples or suggestions on how to help students in these areas. Offering teachers professional development opportunities in culturally sensitive teaching methods or putting social-emotional learning and development programs into place are two examples. It could be beneficial to provide more detailed instructions and resources for teachers and schools to use in order to strengthen the promotion of equality and inclusion in the UAE inspection framework. This can entail creating a thorough curriculum that encourages fairness and inclusion as well as giving instructors continual training and assistance. The framework might also be updated to incorporate more detailed examples and techniques for promoting the academic and social-emotional growth of students, especially those from different backgrounds.

The final question: “In what ways has the expansion of education in the UAE impacted the way teachers approach and adapt to cultural diversity in their classrooms?” attempted to determine how teachers' approaches and adjustments to cultural diversity in the classroom have changed as a result of the UAE's development of its educational system. The replies indicated that teachers' attitudes toward cultural diversity in their classrooms have improved as a result of the growth of education in the UAE. The majority of replies point out that educators are now more knowledgeable and receptive to conversations about this issue. To enhance cultural diversity in the classroom, strategies including inclusive education, modifying old methods, and raising awareness to promote fairness have been put into practice. Furthermore, there is more focus on fostering cultural awareness and understanding in schools, and instructors that are advised to utilize current events from across the world as well as examples from everyday life while teaching. Some replies, however, argue that in order for teachers to effectively promote cultural diversity in their classrooms, they need additional professional development and support. According to the comments, there has been a good change in how

educators approach and adjust to cultural diversity in their classrooms as a result of the development of education in the UAE. However, there's still opportunity for development. Due to my observations and the 15 years of experience working in the UAE's educational system, I would advise further promoting cultural diversity and tolerance in classrooms that include the following:

- Giving teachers detailed instructions and curricula on how to address and adjust to cultural diversity in the classrooms.
- Providing educators with greater assistance and training so they can interact with different learners in productive ways.
- Promoting social engagement, volunteerism, and community involvement to improve cultural knowledge and understanding.
- Including examples from everyday life and current international affairs in classes can assist learners comprehend the value of diversity.
- Increasing awareness to encourage diversity and fairness in schools and stop prejudice.

By putting these suggestions into practice, instructors may foster an environment that is more inviting and inclusive for learners from all backgrounds, thereby fostering their growth on the academic and social-emotional areas. Overall, the relevance of the UAE inspection framework, equality, inclusion, cultural diversity, and the effects of education on teachers and students are all clearly emphasized in the open-ended replies to the five questions that were provided. Although these issues are acknowledged, there doesn't seem to be enough detail or clear instructions on how to use them in classrooms.

It is advised that more detailed guidelines and tactics being given to encourage educators in fostering cultural diversity, equity, and inclusiveness in their classrooms in order to strengthen the UAE's educational system. Providing more focused professional development opportunities, producing a clear checklist for educators to monitor their application of these ideas, and designing curricula that integrates cultural knowledge and understanding are a few examples of

how to do this. Likewise, it is critical to keep raising the bar for education in the UAE by supporting teachers, investing in continuous professional development, and encouraging students' academic and social, emotional growth. In order to establish a secure and encouraging learning environment for all children, including those with special educational needs, it is also crucial to make sure that the appropriate policies and programs are in place. Overall, the UAE can continue to strengthen its already solid educational system and make sure that every student receives a high-quality education that equips them for success in the twenty-first century by offering more focused support and clear rules.

### 4.3.3 Senior Management Leaders Interviews

To learn more about how the high school is promoting and implementing multiculturalism and inclusiveness, the high school management team was asked a series of questions. One may pinpoint areas for development and areas for strength in the school's commitment to diversity and inclusiveness by knowing its policies, procedures, and methodologies. In order to encourage effective tactics for encouraging diversity and inclusion in education, other schools and policymakers can benefit from hearing the management team's replies since they can offer useful information on good practices, collaborative efforts, and proof of impact. Furthermore, by knowing how multicultural education is included into the curriculum and relates to the UAE inspection framework, one can be sure that the school is upholding high standards for education and fostering fairness and inclusion for all children. The ultimate objective is to provide a secure and encouraging learning environment where diversity is embraced and where each student may succeed academically and socially and emotionally.

The five questions (Appendix 3) are aimed at evaluating the school's commitment to encouraging diversity and inclusion within the organization and to determine the methods and policies that have been put in place to accomplish these objectives. The questions also try to figure out how the school work with outside stakeholders to discover best practices and to assess the efficacy of these efforts.

Question 1: “Can you provide examples of how you have prioritized creating a multicultural and inclusive environment within your organization?” expresses a desire to comprehend the school's strategy for fostering diversity and inclusiveness by focusing on particular instances of how it has established a multicultural and welcoming atmosphere. The response provided by the first participant indicated several ways in which the organization prioritizes creating a multicultural and inclusive environment. The participant mentioned seven steps that the organization follows in terms of creating a multicultural environment within the school. The steps that the senior leader responder mentioned were related to the hiring process and how it is run by focusing mainly of the diversity of nationalities being hired within the school staffing, another point was mentioned in relation to supporting all staff with resources that help them to connect with each other through shared platforms and got to know each other and share experiences. The training programs are also an important part of the process. The responder also added the established policies that are in place within the school that addresses and prohibits discrimination in all its means. The school also put a lot of focus on the cultural events that take place within the premises that celebrates the cultural diversity of all its students and staff. Finally, the respondent also added that as a senior leader, there is a regular assessment process that tests the correct application of diversity through surveys and feedback mechanisms that are set in place by the senior leadership team of the school. The respondent emphasized that through the utilization of these varied techniques, the school actively promotes fostering a diverse and welcoming atmosphere. In addition, in order to ensure diversity, decisions are made with a variety of perspectives in mind, and regular progress reviews enable the development of improvement-focused action plans. The school is dedicated to creating an inclusive atmosphere that celebrates diversity, fosters mutual respect, and fosters acceptance among its employees. If to comment of the responder’s answers that were mentioned above, it is important to note that the school's attempts to foster a diverse and welcoming workplace are remarkable but there are some possible problems that need to be resolved. First off, tackling social barriers that can prevent specific groups from accessing employment opportunities is not given enough attention. Additionally, it is challenging to judge the efficacy of the indicated strategies and quantify the results due to their lack of clarity. More information is required about the depth of cultural competence training programs, as well as the best way to use assessment findings to promote

accountability and real change. Additionally, a larger perspective on inclusion that goes beyond cultural diversity and considers factors like gender, age, socioeconomic background, and skills should be taken into account.

The response from the second senior leader indicates that the school focuses on staffing qualified individuals based on their expertise and the position they are being hired for. They acknowledge the importance of diversity understanding and acceptance due to the presence of 64 different nationalities in the school. Additionally, the senior leader emphasized on the need to adhere to the school's vision and mission and maintain strict procedures. According to these ideas mentioned by the second responder, the school may improve its efforts to foster a multicultural and inclusive workplace by focusing on a number of development areas. First, the school may focus on creating deliberate hiring procedures that actively seek out and draw applicants from a variety of backgrounds, enlarging the pool of applicants through focused outreach and collaborations. There is also a chance to provide staff employees more thorough cultural competency training programs that go beyond basic knowledge to foster deeper understanding, empathy, and successful intercultural communication skills. The school may further improve its decision-making procedures to promote inclusion by actively including personnel from all backgrounds and by setting up official procedures for gathering and taking into account their viewpoints. Last but not least, the organization should make sure that the routine evaluation of creating action plans based on recognized areas for improvement and establishing quantifiable targets, progress results in real change. By concentrating on these growth areas, the school may increase its dedication to appreciating and supporting diversity and foster an atmosphere that is truly inclusive taking into consideration that both responses showed that the school is dedicated to fostering a diverse and inclusive workplace through a variety of tactics, including inclusive hiring practices, employee support groups, cultural competency training, anti-discrimination policies, cultural celebrations, participation in decision-making, and regular progress evaluation. These acts support the development of a workplace culture that celebrates diversity, supports tolerance, and fosters mutual respect and acceptance among staff members.

In order to better understand the school's strategy for fostering an atmosphere that is fair and equitable for all students and staff, Question 2: “How do your policies and practices specifically promote equity and cultural competence among students and staff? Can you give examples of how this has been implemented in your organization?” asks for examples of policies and practices that promote equity and cultural competency. The first responder showed various strengths in developing fairness and cultural competency inside the organization. The responder stresses on the implementation of policies to encourage diverse candidate pools and actively hire individuals from underrepresented groups, contributing to a more inclusive staff. Staff are given regular training and development opportunities to improve their cultural competency, demonstrating their dedication to creating an inclusive atmosphere. The inclusion of culturally appropriate content in the curriculum, as well as the formation of support networks for those with limited opportunities, show attempts to foster a sense of belonging and representation. However, there are certain areas in which improvement should be more focused on. The senior leader could offer concrete instances or documentation of how these policies and procedures were put in place in the organization. This would provide greater depth and clarity, providing for a more thorough understanding of the impact of their actions. The respondent might also address the assessment or evaluation of the efficacy of these policies and procedures in order to guarantee continual progress and accountability. The second respondent's response, on the other hand, provides a variety of ideas but lacks obvious connection with the topic. While the respondent highlights the existence of moral education and well-being programs, clear examples or information on how these initiatives promote fairness and cultural competency among students and staff are lacking. The respondent's emphasis on servant leadership and building a modest and caring workplace is admirable, but more concrete actions and methods to promote these ideals are needed. Furthermore, the responder recognizes the existence of gaps as well as the need for continuous execution and empowerment in the classroom, pointing out areas for improvement that might be further explored and articulated. Overall, the first respondent's responses are strong because they provide clear and specific examples of policies, practices, and projects that promote equality and cultural competency. For both responders, opportunities for improvement include presenting more specific and measurable examples, assessing the efficacy of their activities, and concentrating on real measures that have been done to promote the stated goals of fairness and cultural competency.

Question 3: “ What metrics or methods do you use to measure the success of your efforts in promoting multiculturalism and inclusivity within your organization? Can you provide specific evidence of the impact of these efforts?” seeks to understand the school's accountability and assessment procedures by examining how it evaluates the effectiveness of its initiatives to promote multiculturalism and inclusiveness. The first respondent's responses reveal strengths in assessing the performance of initiatives inside the school to promote multiculturalism and inclusiveness. The respondent discussed the use of surveys to collect demographic information, assess employee views of inclusion and diversity-related experiences, and collect diversity representation data. Examining promotion and advancement rates across different demographic groups, as well as tracking retention rates and turnover statistics, gives significant insights into possible discrepancies. Employees may offer their experiences and recommendations for establishing a more inclusive atmosphere by actively seeking input through multiple channels. The first respondent, however, might improve the response by offering concrete proof of the impact of their efforts. While the participant mentioned surveys and data monitoring, this might include actual instances or figures that show how the organization's actions have resulted in good improvements or results. This would improve the response and offer a more thorough knowledge of the efficacy of their measurements and tactics. The second respondent's answer, on the other hand, lacks direct relevance to the issue because it offers a subjective judgment of the question's quality rather than addressing the metrics or methodologies used to measure the success. It is critical that the reply concentrate on giving concrete evidence and examples of how the organization measures the impact of their efforts in a way that promotes multicultural diversity and inclusion. This would enhance a more meaningful response to the question being discussed. In summary, the first responder shows strength in their use of surveys, monitoring data, and feedback systems to assess the performance of their efforts to promote diversity and inclusion. Specific proof of the impact of these initiatives and demonstrating how the organization has used the obtained data and feedback to promote positive change are areas for development. Rather of providing subjective judgments, the second answer should address the issue directly and provide precise examples of measurements or procedures employed.

Question 4: “How do you collaborate with educators, policymakers, and researchers to identify best practices for creating inclusive environments that promote the success of all students? Can you provide examples of successful collaborations and their outcomes?” asks about the school's partnerships with outside organizations and how it keeps on top of emerging trends and research by asking how it works with educators, policymakers, and researchers to identify best practices for developing inclusive environments. In terms of partnering with educators, policymakers, and researchers to establish best practices for fostering inclusive settings, the first respondent's response identifies numerous areas for improvement. They admit that, while there are infrequent meetings, there is a lack of systematic follow-up and continuing engagement. This suggests that there is a need for continuous discussion and meaningful action plans to emerge from these connections. Furthermore, the respondent highlights the underrepresentation of educators, policymakers, and researchers from underrepresented groups, which leads to their opinions being overlooked or dismissed. This emphasizes the significance of using varied perspectives to overcome existing gaps in the organization's processes. Furthermore, the unwillingness to effectively interact with experts in inclusive education and disregard for relevant research limit the discovery of best practices. The school should prioritize gathering feedback and remaining up to date on the newest research in the field. The second respondent's response, on the other hand, lacked particular instances or consequences of effective cooperation. They cite the formation of committees and monthly meetings to address student concerns and empower teachers and staff, but it is unclear how these efforts led to the creation of inclusive settings or the identification of best practices. To show the effectiveness of their collaborative efforts, the responder might offer concrete instances of successful partnerships, outcomes, or projects stepping from these committee meetings. In summary, the first respondent's answer highlights the need for sustained collaboration, diverse representation, and an active engagement with research and experts. Areas for improvement include establishing ongoing platforms for discussions, ensuring diverse perspectives are valued and incorporated, and actively seeking input from researchers in the field. The second respondent should provide specific examples and outcomes to support their claim of successful collaborations and demonstrate how these collaborations have contributed to creating inclusive environments and identifying best practices.

With a request for evidence of successful strategies and alignment with the UAE inspection framework, question number five focuses on how multicultural education is incorporated into the curriculum. This question: “How is multicultural education integrated into your curriculum, and what specific strategies have you found to be most effective in achieving your goals? Can you provide evidence of the success of these strategies in promoting multiculturalism and inclusivity, and how they align with the UAE inspection framework?” shows a desire to comprehend the school's pedagogical approach to promoting diversity and inclusivity as well as its compliance with appropriate regulations and standards. The first respondent's response offers concrete ways for incorporating multicultural education into the curriculum. The participant stresses the use of different literature, culturally sensitive teaching approaches, and the participation of students in multicultural projects and celebrations. Increased cultural understanding, empathy, student performance, enhanced involvement, motivation, and academic achievement, as well as positive comments from students and parents, are examples of proof of success. These initiatives are consistent with the UAE inspection framework since they promote tolerance, understanding, and respect for diverse cultures, as well as individualized learning and chances for learners to create a positive cultural identity. The second respondent's response, however, lacks particular examples and proof of successful multicultural education integration initiatives. While the participant cites the UAE Vision 2030 and the relevance of students' cultural roots, the response lacks clear examples of good tactics or their influence on encouraging multiculturalism and inclusiveness. The reply should offer concrete instances of how they have applied the UAE vision in the well-being curriculum, as well as the explanation on how reaching children through various educators has been helpful in accomplishing multicultural education goals. In summary, the first respondent's answer demonstrates a clear understanding of integrating multicultural education into the curriculum. The provided strategies are supported by evidence of success and aligned with the UAE inspection framework. However, the second respondent's answer lacks specific examples and evidence, and could benefit from providing more tangible examples of successful strategies and their impact on promoting multiculturalism and inclusivity.

A suggestion for the school would be to continue prioritizing developing a multicultural and inclusive atmosphere and to be purposeful and strategic in its policies, practices, and curriculum in light of the questions and the analysis of the replies. In order to find best practices and keep up to date on the most recent research and trends, the school should also concentrate on analyzing the success of its initiatives and seeking out cooperation with other stakeholders. The school should also strive to coordinate its activities with the UAE inspection system and monitor success using appropriate measures. The senior leadership team may reinforce their commitment to create inclusive settings, increase engagement with stakeholders, monitor the effectiveness of their activities, and align their practices with the UAE inspection framework by adopting these recommendations. This will help to develop a multicultural and inclusive organization that fosters the achievement of all students and faculty.

# CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

Although multicultural education is prioritized in the UAE's educational requirements, its application is still uneven across all institutions as of measuring effectiveness within each school. Although certain schools have already begun the process of integrating a multicultural curriculum, others have not. It is essential to make sure that learners are exposed to many backgrounds and opinions from a young age because the country has a varied population. Students' feeling of belonging and respect for diversity may be fostered by a multicultural curriculum that includes a variety of opinions and backgrounds. Additionally, it can give learners the chance to gain intercultural competency, which is important in today's worldwide society. The UAE's educational system can assist learners in navigating the complexity of a varied society by encouraging multiculturalism throughout all of the schools in the UAE in order to enhance a better equitable and inclusive future for all learners. It is important to note that despite the fact that moral education has been incorporated into the UAE's educational system, research indicates that learners have not significantly benefited from it. This can be as a result of the fact that moral education is frequently delivered in a theoretical and abstract way, which makes it challenging for students to apply these ideas in their everyday life. According to a (2016) research by Al-Fadhli and colleagues, moral education programs in the UAE lacked a distinct conceptual framework and had little influence on students' moral growth. Another research by Banks and Banks (2010) discovered that multicultural education had a positive impact on students' attitudes toward cultural diversity and improved their critical thinking abilities when integrated with diverse perspectives and experiences. In a third research, Nieto and Bode (2018) found that multicultural education encouraged inclusion and diversity while questioning current arguments to advance social justice and equality in classrooms.

This leads to the conclusion that a multicultural curriculum that is based on real-world experiences and viewpoints can be more successful in influencing students' values and views. It is essential that educators reconsider the way moral education is taught and take into account adopting a more hands-on method that promotes cultural variety and empathy for others.

Students may benefit from a more fulfilling educational experience as a result, and this will ultimately make them more responsible and caring citizens.

In order to change teachers' attitudes toward inclusion, (Hyun and Hayase) carried out a study in Japan and South Korea where they suggested using Global Citizenship Education to teach cross-curricular skills including creativity, critical thinking, and problem solving. The study used the Teaching and Learning International Survey (TALIS) 2018 to examine whether teachers' exposure to diverse environments improves attitudes toward inclusion, whether Global Citizenship Education mediates the relationship between attitudes toward inclusion and exposure to diverse environments, and whether this effect is moderated by teaching cross-curricular skills. According to the study, exposure to various contexts lowers stereotyping and increases awareness of differences, underscoring the need of including citizenship education and inclusion into school curricula. A cross-curricular concept that may be included into school curriculum, global citizenship education, was suggested by the research as a way to prepare teachers. The research is unique in that it concentrates on East Asian nations and does global comparisons.

The works of (Taha and Walton) shed light on how race is theorized in multi-cultural and intercultural education, a field that isn't often studied ethnographically. The manner in which Australian students comprehend the complexities of racial and cultural distinctions within multicultural school partnerships may be examined because of Walton's use of complexity theory. Since this has consequences for transformational approaches to difference in educational programs like intercultural school partnerships, she highlights the significance of examining how race and culture are viewed as a pedagogical process centered in children's conceptualizations. Taha's investigation of conflicting expressions , racism, and civility expressions among learners and staff in a secondary school in Spain, meantime, is ongoing. Taha makes the case for the importance of locally contextualizing multicultural education rather than imposing foreign frameworks onto various educational environments in order to promote socially-just learning by finding ethnographic "rich points" or instances of misunderstanding in classroom conversations over time.

Schools and classrooms in the UAE are some of the most diversified in the whole globe. Even if these situations make it difficult for educators to adjust to the various demands and student profiles, they also offer excellent chances for the development of global skills. The majority of researchers typically agree on a few crucial elements of a successful multicultural education that can benefit schools (Morrison et al., 2008). A new publication titled "Teaching in the United Arab Emirates: 10 Lessons from TALIS" has been released by the Education Affairs Office (EAO) at the Crown Prince Court in Abu Dhabi. The book, which was released by the Organization for Economic Co-operation and Development (OECD), offers educators in the UAE helpful tips on how to help and educate the youth of the country for the outside world. In line with the government's goal of transitioning to a more knowledge-based and diversified community, the competencies identified through the analysis of UAE data from the OECD's Teaching and Learning International Survey (TALIS) will help students thrive in a globally competitive marketplace and an increasingly complex society. The goal of the book is to assist the UAE in raising the standard of its educational system and boosting the contribution of education and skills to the socioeconomic advancement of the country. The following are some of the ideas and advice from the book on implementing intercultural education strategies in the classrooms:

1. Establish the level at which multicultural education has to be implemented.

There are several alternatives for implementing programs that aim to improve teaching for a culturally or ethnically diverse group of learners, depending on the demographic make-up and aims of your school. Such programs might be introduced at the school level, in the classroom, or on an individual basis for certain learners. It could be required to work with colleagues and leadership to build school-level approaches to multicultural teaching in the case of a diversified student body or a large number of immigrant learners. However, if most students come from similar backgrounds and just a small percentage come from different backgrounds, it could be more beneficial to concentrate on those kids.

2. Consider whether your curriculum needs to be modified.

It is frequently necessary to alter the curriculum being taught in the classroom in order to implement multicultural education techniques. One strategy would be to include lessons or tasks that tackle issues like human rights or eliminate stereotypes in your classroom either by themselves or in collaboration with the educators of other subjects or grade levels to create comprehensive units of study for the entire school. As an alternative, you may think about working in conjunction with school or department administration to redesign the curriculum on a bigger scale, making sure that every topic is saturated with multicultural ideas and information.

3. Develop initiatives that take multicultural education outside of the classroom.

The activities that take place in schools are just as important as the lessons taught in the classroom. In addition to or instead of the current academic programs, socially-focused programs might support multicultural education. These programs could address themes including understanding difficult subjects, identifying bias in the media, and identifying and c comprehending stereotypes and biases. Instead of focusing primarily on academic advancement, the main goal of these programs is to increase students' tolerance for different populations.

4. Determine which learners need one-on-one assistance.

Certain learners or groups of learners may have special needs that must be met. They may, for example, speak a language apart from the one used for instruction. Teachers can create specialized programs in such instances. Students who come from the same country or speak the same language, for example, may be taught together or given special support to help them catch up to the rest of the student body (Burnett, 1994). According to OECD publications, educators should be prepared to assess new arrivals to their classes from other countries who may require extra help in language acquisition, catching up on curriculum, or other specific needs (OECD, 2019).

5. Consider and address one's personal cultural biases.

Teachers should be aware that introducing their own cultural viewpoints into their teaching might cause difficulties, perhaps leading to student disengagement. Although it is usual for teachers to utilize examples from their own culture in the classroom, these examples may be inapplicable to learners from other cultural or ethnic backgrounds and may even be offensive. If teachers struggle with this issue, they should have regular class observations and get professional development or mentorship.

Gay (2018) offers many doable tactics that teachers might use in their lessons to foster cultural sensitivity and help students from various origins. These tactics and strategies include:

- Cultural content integration into the curriculum: To foster a learning environment that recognizes and embraces diversity, educators should purposefully incorporate cultural information and viewpoints into their lessons and instructional materials.

- Using culturally relevant teaching strategies: Teachers can utilize culturally relevant teaching strategies that are sensitive to the variety of their students' cultures and languages. This can involve including works of literature, music, or other media that pay attention to the cultures and backgrounds of the learners.

- Promoting intercultural communication and understanding through encouraging collaboration and cooperative learning: Teachers may foster collaboration and cooperative learning among students from various backgrounds.

- Fostering a pleasant learning environment: Teachers should provide a learning environment that celebrates variety and encourages inclusiveness. This involves establishing rules for the classroom that encourage respect, empathy, and understanding.

- Supporting the language development of learners: Teachers can help learners develop their language skills by implementing techniques like bilingual teaching or academic language assistance.

- Building relationships with families and communities can help educators better understand their cultural views and encourage collaborations that support student achievement.

These techniques can help educators build more inclusive and culturally sensitive learning environments that promote the achievement of all students.

Additionally, a number of research provided useful guidelines for applying inclusion and equitable values in the UAE context:

- Giving teachers and school administrators chances for professional development to improve their knowledge of inclusive practices and cultural competency. (M. Darwish, 2017)

- Including multicultural education, which considers other viewpoints, histories, and cultures, in the curriculum. (Ministry of Education, 2017)

- Encouraging classroom and school community discussion on cultural diversity and tolerance in an open and respectful manner. (Ministry of Education, 2017)

- Utilizing the (UDL) Universal Design for Learning (UDL) principles to create and deliver instruction that is approachable to all students, which includes those with difficulties or a variety of learning needs. (Ministry of Education, 2020)

▪ Providing students with diverse needs accommodations and assistance, such as assistive technology or additional academic guidance. (N. Sharaf , 2021)

▪ Encouraging partnerships and cooperation between academics, decision-makers, and researchers to pinpoint and put into practice the best methods for developing inclusive settings that support the academic performance of all students. (Ministry of Education,2017)

It's crucial to have frequent communication channels and discussion opportunities for educators, policymakers, and academics to collaborate. This may entail calling frequent conferences or meetings where participants may exchange research findings and talk about best practices. When developing policies and activities connected to inclusion and equity, officials can also take advice and input from academics. Stakeholders may ultimately create a more encouraging and inclusive learning environment for all learners when cooperating wth each other.

As an experienced educator in this field for over sixteen years and based on my experience in the school being under this study, I suggest some recommendations for the senior leadership team of the school based on the analysis of the answers to the interview questions being discussed. This study has emphasized that all the alteration and setting of plans should always start from the management heads who are responsible for the success of any educational institution. Some of the suggestions would be:

▪ Improve Collaboration and Follow-up: To continue meaningful discourse, build action plans, and identify best practices for creating inclusive settings, the senior leadership team should emphasize having frequent meetings and promoting continuing cooperation.

▪ Embrace varied opinions: The senior leadership team should actively engage minority educators, policymakers, and researchers in conversations and decision-making processes. This

will assist to guarantee that varied perspectives and experiences are addressed, resulting in more inclusive practices in the school.

- Improve Measurement and Evaluation: The senior leadership team should develop detailed metrics and techniques for assessing the effectiveness of their activities. This might include surveys, a review of retention and turnover rates, an assessment of promotion and advancement rates, and feedback methods from staff and students. Clear data and evidence will aid in identifying areas for improvement and assessing the efficacy of efforts.

- Encourage Consistency and Incorporate Multicultural Education: The senior leadership team should ensure that measures such as including varied literature, culturally responsive teaching techniques, and multicultural projects and celebrations are consistently implemented. They should offer assistance, resources, and training to the teachers to integrate multicultural education in an effective way across all the subjects and grade levels.

- Align with the UAE Inspection Framework: The senior leadership team's activities should be tightly aligned with the UAE inspection framework. They should examine the framework's key indicators and expectations for multiculturalism and inclusion on a regular basis to ensure that their activities and practices are in line with those expectations. This will guarantee that the organization satisfies the UAE education system's requirements and supports a unified approach to inclusive education.

May (2011, 42) highlights the need for a more comprehensive approach in addressing the tension within multicultural education theory and practice. On one hand, there is a recognition of the significance of ethnicity and culture for individuals and group identities. On the other hand, it is important to avoid essentializing them. Taking a critical approach allows for a deeper exploration of sociological understandings of identity, while also analyzing the structural inequalities and power differentials faced by minority groups. However, multicultural and intercultural education programs over the past two decades have often focused primarily on acquiring cultural knowledge and promoting harmonious relationships, neglecting to address power inequalities related to cultural diversity, race, and racism. Despite good intentions, these programs can have negative consequences and reinforce prejudices if they do not provide

students and teachers with critical frameworks to understand cultural diversity and racism (Dutro et al., 2008; Hollingworth, 2009).

Another issue with multicultural and intercultural programs is their tendency to be based on "migrating models." This means that multiculturalist discourses developed in one context are applied as interventions in new contexts without adequate consideration of the local context (Dietz and Cortés, 2016). These programs are often short-term and narrowly focused on achieving specific outcomes such as improving multicultural skills and attitudes, rather than being part of a broader understanding of the social, historical, and culturally specific context in which they are implemented. In summary, May's analysis emphasizes the importance of addressing power differentials, providing critical frameworks, and considering the local context in multicultural education. Moving beyond surface-level cultural knowledge acquisition and adopting a more holistic approach can lead to more meaningful and effective educational experiences for students. When the school's culture and organization are altered to promote equality and equal status for students from varied racial, ethnic, and gender groups, an empowered school culture and social structure are developed. This necessitates broad school-environmental reforms, including changes in teachers' and administrators' attitudes, beliefs, and behaviors, the curriculum and course of study, assessment and testing processes, and teaching styles and tactics. Teachers and administrators must evaluate all the elements in order to properly implement intercultural education. This includes incorporating content from diverse groups into their teaching, assisting students in understanding how knowledge is constructed across disciplines, promoting positive intergroup attitudes and behaviors, and adapting teaching strategies to provide equal educational opportunities for students of diverse racial, ethnic, and social backgrounds. Moreover, this transformation will lead the school and students into the transformation of having equal status in their school daily life.

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# APPENDICES

## Appendix A: Consent Forms

(School Principal, Teachers, Head Teachers, Senior Management Team)

Dear Principal,

I am writing to request your permission for me to conduct a research study at your school. The purpose of this study is to investigate the experiences of headteachers and teachers in monitoring and evaluating instruction in an adaptive multicultural classroom in a private American elementary school in Sharjah. The findings from this study may be used to inform professional development and instructional practices at the school.

As part of the study, I will utilize a combination of research techniques: content analysis of curriculum documents, surveys, and interviews with teachers and headteachers that includes questions related to the study. The interview questions could be done online over the weekend or via email depending on the participants preference.

The analysis and some illustrative examples will be drawn from my professional experience in the field. I assure you that all information collected will be kept confidential and anonymous.

I would be grateful if you could sign the attached consent form to indicate your agreement to allow me to conduct this research at your school. If you have any questions or concerns, please do not hesitate to contact me.

Thank you for your time and consideration.

Sincerely,
Maha Ramadan

Principal's Signature/ Approval: ----------

Teachers Consent form

Monitoring and Evaluating Instruction in an Adaptive Multicultural Classroom

Purpose of the Study: The purpose of this study is to investigate the experiences of headteachers and teachers in monitoring and evaluating instruction in an adaptive multicultural classroom in a private American elementary school in Sharjah. The findings from this study may be used to inform professional development and instructional practices at the school.

Procedures: If you agree to participate in this study, you will be asked to:

- Complete a survey about your experiences with monitoring and evaluating instruction in an adaptive multicultural classroom
- Participate in a focus group or individual interview to discuss your experiences in more detail

Participation is voluntary and you may choose not to participate or to stop participating at any time without penalty.

Risks and Benefits: There are no known risks associated with participating in this study. It is possible that you may find some of the survey questions or focus group/interview discussions to be specific. If this is the case, you can choose not to answer specific questions or end your participation at any time.
The potential benefits of participating in this study include the opportunity to reflect on your experiences and contribute to the development of instructional practices at the school.

Confidentiality: Your participation in this study will be kept confidential to the extent allowed by law. Your survey responses and focus group/interview transcripts will be kept anonymous, and all data will be stored securely. Any reports or publications resulting from this study will not include any identifying information about you.

Contact Information: If you have any questions or concerns about this study, please contact the researcher, [Maha Ramadan], at [20204802@student.buid.ac.ae] or [050-7884640].

Consent: I have read and understand the information provided above. I understand that my participation in this study is voluntary and that I may choose not to participate or to stop participating at any time without penalty. I have received a copy of this consent form for my records.

Participant Name (printed) Date: ……..

Head Teachers Consent form

Monitoring and Evaluating Instruction in an Adaptive Multicultural Classroom

Purpose of the Study: The purpose of this study is to investigate the experiences of headteachers and teachers in monitoring and evaluating instruction in an adaptive multicultural classroom in a private American elementary school in Sharjah. The findings from this study may be used to inform professional development and instructional practices at the school.

Procedures: If you agree to participate in this study, you will be asked to:

- Complete a survey about your experiences with monitoring and evaluating instruction in an adaptive multicultural classroom
- Participate in a focus group or individual interview to discuss your experiences in more detail

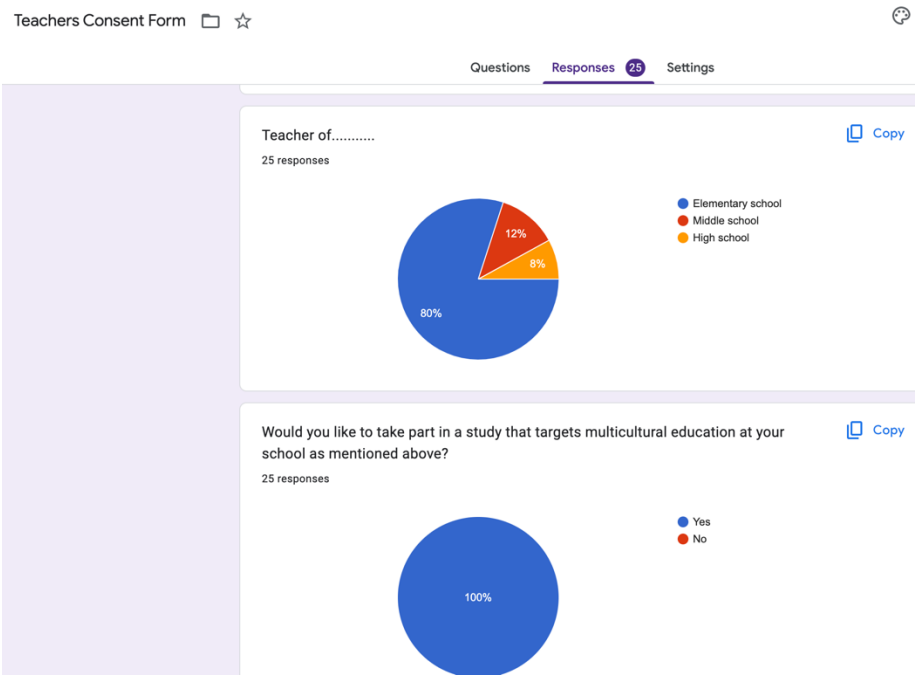
Participation is voluntary and you may choose not to participate or to stop participating at any time without penalty.

Risks and Benefits: There are no known risks associated with participating in this study. It is possible that you may find some of the survey questions or focus group/interview discussions to be specific. If this is the case, you can choose not to answer specific questions or end your participation at any time.
The potential benefits of participating in this study include the opportunity to reflect on your experiences and contribute to the development of instructional practices at the school.

Confidentiality: Your participation in this study will be kept confidential to the extent allowed by law. Your survey responses and focus group/interview transcripts will be kept anonymous, and all data will be stored securely. Any reports or publications resulting from this study will not include any identifying information about you.

Contact Information: If you have any questions or concerns about this study, please contact the researcher, [Maha Ramadan], at [20204802@student.buid.ac.ae] or [050-7884640].

Consent: I have read and understand the information provided above. I understand that my participation in this study is voluntary and that I may choose not to participate or to stop participating at any time without penalty. I have received a copy of this consent form for my records.


Teachers Consent Form
Questions
Responses 25
Settings
Teacher of.....
Copy
25 responses
12%
8%
80%
Elementary school
Middle school
High school
Would you like to take part in a study that targets multicultural education at your school as mentioned above?
Copy
25 responses
100%
Yes
No

## Appendix B: Teachers' Survey

**Table 2: Teachers' Survey**

| QUESTIONS | 1. Can you describe a specific challenge that you have faced in a multicultural classroom, and how you addressed it? | 2. How do you create a safe and inclusive learning environment for students with diverse cultural backgrounds? | 3. Can you provide examples of how you have adapted your teaching methods to better meet the needs of students with diverse cultural backgrounds? | 4. How do you gather information about the cultural backgrounds and needs of your students to inform your teaching strategies? | 5. How do you encourage open communication and respect for differences among students in your classroom to foster a collaborative learning environment? |
|---|---|---|---|---|---|
| Respondents 1-10 | None/N.A (not applicable) | Respondents 1-5 N.A | Respondents 1-10 N.A | None/N.A (not applicable) | Respondents 1-6 N.A |
| Respondent 11 | Costume. We made Global Day to share the countries' cultures. | Respondent 6: I keep reminding students about the importance of diversity and tolerance. | Vary the sources | I refer back to my coordinator and supervisor. | Respondent 7: By doing teamwork, It can encourage communication, cooperation, and collaboration and help students talk more and effectively express themselves with their peers. |
| Respondent 12 | The accent of some students is not clear enough which causes me to ask them to repeat themselves several times | Respondent 7: Students talked about their culture so each one will understand . | I let students share their knowledge and experiences from their countries and connect it to our lesson. | Read about their culture from the website | Respondent 8: Have open discussions with my students to help them understand and respect the differences among all people. |
| Respondent 13 | Language barrier: I had a student who joined in the middle of the | Respondent 8: I explain events happening in different countries and | Explaining clearly about culture's diversity and accepting it is | By having conversations with the students. | Respondent 9: Give Positive feedback |

| | | | | | |
|---|---|---|---|---|---|
| | year. He knows very little English. St that time he had a dual challenge not only to communicate but also to learn a new concept in that language. | connect them to our lesson, and give examples related to the lesson from different countries. All students are engaged in the class activities regardless of their background. | the first step for tolerance. So when diverse topics are introduced students would be eager to learn, discuss and build on. | | |
| Respondent 14 | A boy before from an Area in an Arabic country with a specific culture, always he refuses to work with girls in his group. I talked with him many times about that you are friends, and you are helping each other. | Respondent 9: I communicated with the parents in the first place and I showed a plan to follow to bridge the gap. First, by giving extra materials, extra resources, extending homework time, working one to one. | Mentions real life applications by asking the students about a situation he has experienced on his country related to our lesson | I can conduct a poll where I target my questions about culture, diversity, tolerance. Conducting a cultural activity where each student can express thoroughly his background and the way he is unique. | Respondent 10: Through the activities that have different process but same outcome |
| Respondent 15 | When there is an specific occasion that other kids from other culture celebrates but it's not acceptable to other's culture. Conflict sometimes happened between kids.as a teacher I need to find a common ground where both cultures will feel respected. | Respondent 10: By talking with them about respecting the cultures specially during the morning and home time. | Group learning discussions/ Maintaining consistent communication | By having good rapport with students during structured break activities | Respondent 11: By always reminding the students to be mindful about the school's 5 core values which are: 1. Respect 2. Empowerment 3. Global citizenship 4. Responsibility 5. Love of learning |
| Respondent 16 | Students who just come from different | Respondent 11: Maintain continuous | As a teacher I try my best to include | Speaking activities where students share | Respondent 12: by talking to them about how |

| | | | | | |
|---|---|---|---|---|---|
| | countries and weak in communication with their friends, they use sign language to express their feelings and other issues. | consistent and communication, give freedom and get to know my students. | someone's country as an example during the lesson. For example in shapes I included the pyramid of Egypt. | their interesting facts about their culture. | to collaborate effectively and also telling them how beneficial it is. Also keeping collaborative activities In daily practice helps them learn to do it more efficiently |
| Respondent 17 | Students' different backgrounds make them sometimes blame each other on things that seems normal in other cultures | Respondent 12: Out morning routine usually.includes show and tell from my students home country. In that way each one will be given an opportunity to be heard and share his/her culture. | By using simple tasks and sheets to answer. repeating the task more often. | I usually get my kids data and information at the start of school year to be more aware of where my students came from. | Respondent 13: Accepting each other is the key to have a good communication |
| Respondent 18 | Students comparing each other and bragging about their backgrounds and insulting others without feeling it | Respondent 13: I make them feel warm and comfort to come to school daily. | I sometimes give experiences of different cultures so that students feel inclusive | Using google for needed information | Respondent 14: Maintaining consistent communication |
| Respondent 19 | Students bragging about their backgrounds and that they are better than other( some kind of bullying among kids) | Respondent 14: I make them feel warm and comfort to come to school daily. | I try to look for resources but it is not easy as it is not embedded in the curriculum | Ask about their nationalities and preferences | Respondent 15: Teach them manners or go through stories that enhance acceptance and respect |
| Respondent 20 | Students from some cultures may be less likely to let | Respondent 15: Try to being students together through using | I don't have a clear criteria on how to adapt teaching methods; however, I | Ask about nationalities/ Studying their thinking using | Respondent 16: Put them in groups to work together; try to break barriers if there is among |

| | | | | | |
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| | their voices be heard | the same language | include celebrities from all over the world to allow all experiences to be presented in class | different resources | them; teach them that we all have different beliefs and ideas but we can still work together and respect each other |
| Respondent 21 | Students have got tolerant for other religions and cultures | Respondent 16: Try to bring students together through looking at common interests and shared things that students enjoy doing together ( looking for famous celebrities from the world and include it in planning lessons) | The "muddiest point" is a personal favorite of mine; it hat asks students to write notes on the most unclear or most confusing part of a lesson, assignment, or project. Then, I address these issues with students. | Ask students direct questions about their backgrounds/ Research and by talking to them. | Respondent 17: We try to incorporate through assemblies focusing on team work and collaboration among kids; through putting students in groups regardless their backgrounds |
| Respondent 22 | Perfect | Respondent 17: Giving students extra support, tuition, or explanations before and after class helps shy students that don't feel comfortable in class to ask questions to learn. And give them chance to tell me about their problems and challenges | Using different plans with the students/ Different styles of the same activity to fit their needs | I think surveys would be the most effective way, i did some with my students, | Respondent 18: By encouraging them to speak up.No one is bullying them or making fun of them. |
| Respondent 23 | During break time- Students who used their mother tongue were advised to speak in English at all times. | Respondent 18: Establish an environment that allows for mistakes. Give students chance to talk and express themselves | I have a decimated lesson called well being to talk to about different cultures and their similarities | Ask them, make interviews with family members, assignments asking students to write about learning | Respondent 19: Sometimes inassigned my kids to look for interesting facts about one of their classmates country and then they will |

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| | | | | experiences that occur outside of school, and assignments involving family stories and traditions | share it to the class. In that way it will give them awareness of others culture and customs. |
| Respondent 24 | Where you have learners that have a language barrier and group tasks are being done. To involve them in those activities is a challenge. I encourage them to use google translator. And draw their part of the answer to contribute to the project | Respondent 19: Try to know my students more by learning about each student's cultural background, hobbies, learning styles, and what makes them unique. This will form a strong bond between me and my students, and if the student feel appreciated by me there will be a better chance to feel comfortable talking with and respect their peers in the class and they will communicate freely. | By using English as the primary language where everybody can understand. | Use the Data to Decide Student Grouping and Differentiation | Respondent 20: By teaching my students how to listen to one another. |
| Respondent 25 | Mentality,,,,, Different styles of teaching and learning | Respondent 20: Motive the students to express about their cultures and except them. | By breaking down instruction, using visuals and small group instructions | I ask the students to make a template about their cultures and why somebody should visit their country | Respondent 21: By making many activities with different responsibilities for each student. |
| | | Respondent 21: Sharing different but still the same approach | | | Respondent 22: I mainly include the idea if accepting the others and |

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| | | | | | learning about others' cultures. |
| | | Respondent 22: By educating students who has cultural differences to speak in English at all times | | | Respondent 23: I always remind the students that they should be friends with their classmates and help them get closer to each other, I encourage them to help anyone in need. |
| | | Respondent 23: With constant conversations with students reminding them to respect everyone | | | Respondent 24: Let them share or present one topic to work collaboratively. |
| | | Respondent 24: Make a good connection between all cultures from beginning of the year | | | Respondent 25: I let students aware of working together despite the differences between them |
| | | Respondent 25: Discussions and show and tell activities | | | |

## Appendix C: Head Teachers' Questionnaire

**Table 3: Head Teachers' Questionnaire**

| ONS | 1. Can you provide specific examples of how the diversity of your school helps prepare students for the complexities of the globalized world? | 2. In what ways does the diversity of your school promote cross-cultural understanding and communication among students? | 3. How does the UAE inspection framework take into account the diverse needs and backgrounds of its students? Provide examples of how the growth of education in the UAE has increased the cultural diversity of its classrooms? | 4. In what ways does the UAE inspection framework promote equity and inclusivity among students with diverse backgrounds? Provide examples of how the UAE inspection framework support the academic and social-emotional development of students. | 5. In what ways has the expansion of education in the UAE impacted the way teachers approach and adapt to cultural diversity in their classrooms? |
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| Respondent 1 | - Through working in projects that are outside of the regular classroom practices (UNICEF 17 projects). | - Through speaking classes and global day preparation and celebration | - Through including 21st Century Skills in the daily practice. | - Connect the lesson to real life. | - Most schools became inclusive that honor diversity and respect the diversity of students. |
| Respondent 2 | - Offering choices to learn | -Responsibility and respecting everyone and communication | - Put guidelines in framework to encourage diversity | - Guidelines to include all types of students | - Adapting new strategies |
| Respondent 3 | - It can take place in science classes. Global day . | -In debates, global day, assemblies, and more | - In the class through music, events, art, literature. In the country through different exhibitions of books, cinema, poetry, or through the Dubai expo, and global village, | - Community involvement, volunteering, and social contribution. | - Students welcome diversity and accept it and try to make the best out of it to make a good life. |

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| Respondent 4 | - Conducting activities like the international day | - Moderate way | - NA | - In a good way | - A lot, as teachers include many global days like teacher day, Breast Awareness Day, and others. Also, we use the current political or economic events as a real-life example to apply the taught concepts |
| Respondent 5 | - We open discussions with student about diversity but we never go deeply into this issue as it is sensitive sometimes to students. | - Cross cultural diversity appears in the way we respect each-other and do cross cultural events | - Cultural diversity is a key in the framework; however, the suggestions given do not really apply in the daily life as of using a specific subject to promote it as this should be unified across all subjects. | - Within the framework, there is emphasis of multiculturalism, however strategies to be used are too general and do not build a strong impact on students | UAE educational journey has driven teachers to be more proactive and productive as it sets high standards for schools to adhere to. Cultural diversity is a key to the success of all schools in UAE as it creates a balance among students and help students blend in and feel accepted even if they are residents. |
| Respondent 6 | - Teaching children to be accepting of differences in others | -Using different methods in teaching and learning | - UAE students participate in international programs and competitions in fields such as MAP,AMSAT,etc | - The UAE School Inspection Framework is based on comprehensive performance standards that define the | - Teachers are more open now to discussion in this regard but we still need more support |

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| | | | | essential aspects of a quality education. | specifically on these topics |
| Respondent 7 | - Through videos, presentations, open discussions with teachers. | - Through interaction, communication especially when using one unified language as of English in American schools | - The framework highlights on the importance of knowing our students but there is no specific guideline to follow or abide. | - It is clearly stated in the framework to support students of different backgrounds and provide equal chances for everyone to learn ( learning is for all). | - Raising the standard of education. |
| Respondent 8 | - Global day event, shared activities among students, exposing students to common interests as favorite player,… | - It is not very well evidenced that the school promotes this although that it is an open topic and teachers are supported in this regard but there is no criteria that everyone follows or work on | - It is clear that the issue of multiculturalism is highlighted by SPEA and mentioned in the framework; however, guidelines or rubrics are not mentioned for everyone to follow, just recommendations of taking into account students diverse needs. | - Academic and social development are two main topics that the framework focuses on and they are mentioned within it, but still there is no specific guideline that teachers can use to make sure that they are applying what is required or at least a checklist that shows if they are on the right track | - More professional development is taking place, more support is being given to teachers, raising awareness to all and specially to promote equity |
| Respondent 9 | - it exposes students to a wide range of cultures, languages, and perspectives. When students interact with peers from different backgrounds, they have the opportunity to learn about different ways of life and | -Only when students have general discussions about their culture | - It focuses on Islamic and UAE culture more than multi-cultural communities | - One way in which the UAE inspection framework promotes equity and inclusivity is by ensuring that schools provide a safe and supportive learning environment for all students. This includes creating policies and procedures that | - Since UAE is the country of diverse nationalities, it is very important that it highlights within schools on the approaches and adaptations of creating a multicultural classroom to make sure that |

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| | develop a greater understanding and appreciation for cultural differences. | | | promote inclusion and prevent discrimination, as well as providing support for students with special educational needs. | all students are getting the same right for education in such a diverse country |
| Respondent 10 | - students get exposed to cultural events that can show the diversity of different cultures | - through group gatherings and getting to know each other's cultures and through the activities related to cultures | - UAE in its framework focuses on student's diverse needs by giving suggestions and points that each school should follow and abide to. | - Equity and inclusivity are mentioned in the framework but how it is mentioned is just important points that schools need to follow but there is no guideline or curriculum to be implemented or even a checklist to track the implementation of equity and inclusivity. | - The expansion of education in UAE has led to the development of policies and programs that promote cultural awareness and understanding in schools. |

# Appendix D: Senior Management Leaders Interviews

**Table 4:Senior Management Leaders Interviews**

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| Questions | 1.Can you provide examples of how you have prioritized creating a multicultural and inclusive environment within your organization? | 2.How do your policies and practices specifically promote equity and cultural competence among students and staff? Can you give examples of how this has been implemented in your organization? | 3.What metrics or methods do you use to measure the success of your efforts in promoting multiculturalism and inclusivity within your organization? Can you provide specific evidence of the impact of these efforts? | 4.How do you collaborate with educators, policymakers, and researchers to identify best practices for creating inclusive environments that promote the success of all students? Can you provide examples of successful collaborations and their outcomes? | 5.How is multicultural education integrated into your curriculum, and what specific strategies have you found to be most effective in achieving your goals? Can you provide evidence of the success of these strategies in promoting multiculturalism and inclusivity, and how they align with the UAE inspection framework? |
| Interviewer 1 | 1- The school actively seeks to attract and hire candidates from diverse backgrounds. They may use inclusive language in job postings, partner with diverse recruitment agencies, or implement blind resume reviews to reduce bias during the selection process. 2- The school supports and encourages the formation of employee | 1- The school implements policies that encourage diverse candidate pools for job openings and actively seeks to hire individuals from underrepresented groups. This helps create a more inclusive and diverse staff. 2- The organization offers ongoing training and development opportunities for staff to enhance their cultural competence. This may include | 1- The school conducts surveys to gather demographic information and measure diversity representation among employees. These surveys can also include questions related to employees' perceptions of inclusivity, their sense of belonging, and their experiences with diversity in the workplace. 2- The school includes specific questions in employee engagement | 1- The school sporadically arranges meetings where educators, policymakers, and researchers gather to discuss inclusive environments. However, there is no consistent follow-up or ongoing collaboration to sustain the dialogue or develop concrete action plans. As a result, the discussions remain superficial, and no meaningful outcomes or best practices emerge | 1- We include diverse literature from different cultures, backgrounds, and perspectives in our curriculum. This exposes students to a wide range of voices and helps foster empathy, understanding, and appreciation for different cultures. Evidence of Success: Student engagement and feedback indicate |

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| | resource groups that provide a platform for employees with shared backgrounds or identities to connect, share experiences, and advocate for inclusivity. 3- The school provides training programs and workshops for employees to develop cultural competency skills. These sessions aim to enhance awareness, sensitivity, and understanding of different cultures, promoting respectful and inclusive interactions among staff members. 4- The school establishes policies and practices that explicitly address and prohibit discrimination, harassment, and bias based on factors such as race, gender, sexual orientation, disability, and religion. These policies promote fairness and | workshops on diversity, inclusion, and unconscious bias, as well as sessions focused on understanding different cultural perspectives. 3- The school develops and implements a curriculum that reflects the diversity of the student population and incorporates culturally relevant content. This ensures that students see themselves and their backgrounds represented in their educational materials. 4- The school establishes affinity groups or support networks for staff and students from marginalized communities. These groups provide a space for individuals to connect, share experiences, and support one another. 5- The school organizes events and celebrations that highlight and honor the diverse cultures within the school community. These events promote understanding, | surveys to gauge employees' perceptions of inclusivity, cultural competence, and opportunities for growth and advancement. 3- The school tracks retention rates and turnover data, paying specific attention to whether employees from underrepresented groups experience higher turnover rates compared to their counterparts. 4- The school examines promotion and advancement rates across various demographic groups to assess whether there are any disparities based on race, gender, or other identities. 5- The school actively solicits feedback from employees through suggestion boxes, focus groups, or anonymous feedback mechanisms. This provides employees with a platform to voice their experiences, concerns, and suggestions for | from these interactions. 2- The school includes a limited number of educators, policymakers, or researchers from underrepresented groups in discussions related to inclusivity. Their perspectives are often overlooked or dismissed, leading to a lack of diverse insights and the perpetuation of existing inequalities within the organization's practices. 3- The school disregards relevant research and evidence from experts in the field of inclusive education. They fail to actively seek input or engage with researchers and instead rely on outdated practices or assumptions, hindering the identification of best practices for creating inclusive environments. 4- The school does not provide platforms or opportunities for educators, policymakers, and researchers to collaborate | increased cultural awareness, empathy, and a sense of belonging among students. Additionally, student performance in activities and assessments related to multicultural literature demonstrates their ability to critically analyze and appreciate diverse perspectives. Alignment with UAE Inspection Framework: This strategy aligns with the UAE inspection framework by addressing the expectation of promoting tolerance, understanding, and respect for different cultures, as outlined in the framework's key indicators. 2- Our educators implement culturally responsive teaching practices, which involve incorporating students' cultural backgrounds, experiences, |

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| | equal opportunities for all employees. 5- The school organizes events and activities to celebrate cultural diversity, such as cultural heritage months, international days, or intercultural exchanges. These initiatives provide opportunities for staff members to learn from one another's cultures, fostering understanding and appreciation. 6- The school ensures that diverse perspectives are represented in decision-making processes by seeking input and feedback from employees at various levels and backgrounds. This can include forming diverse committees or seeking input through surveys or | respect, and appreciation for different backgrounds. 6- The school has policies and procedures in place that address issues of equity, such as anti-discrimination policies, protocols for handling bias incidents, and clear guidelines for promoting equal opportunities for all. 7- The school fosters a culture of inclusivity by involving staff and students in decision-making processes. This allows diverse perspectives to be heard and considered when making important decisions. | fostering a more inclusive environment. | effectively. There is no designated space for ongoing discussions, information sharing, or joint decision-making, which hinders the identification and implementation of best practices. | and interests into the learning process. This approach validates students' identities, facilitates engagement, and supports their academic success. Evidence of Success: Improved student participation, motivation, and academic outcomes indicate the effectiveness of culturally responsive teaching. Additionally, feedback from students and parents highlights a greater sense of belonging and appreciation for their own cultural heritage. Alignment with UAE Inspection Framework: Culturally responsive teaching aligns with the UAE inspection framework's focus on personalized learning and ensuring that teaching strategies reflect an understanding |

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| | focus groups.<br>7- The school regularly assesses its progress in creating a multicultural and inclusive environment through surveys, feedback mechanisms, and diversity metrics. They use this data to identify areas for improvement and develop action plans to address any gaps. | | | | of students' individual needs and cultural backgrounds.<br>3- We engage students in multicultural projects and celebrations that encourage them to explore and share their cultural backgrounds. This may include cultural fairs, presentations, or collaborative projects that promote intercultural dialogue and understanding.<br>Evidence of Success: Increased student engagement, active participation, and positive feedback from students and parents demonstrate the impact of multicultural projects and celebrations. Students develop a greater sense of pride in their cultural heritage and exhibit increased respect and curiosity towards other cultures.<br>Alignment with UAE |

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| | | | | | Inspection Framework: This strategy aligns with the UAE inspection framework's emphasis on providing opportunities for students to develop a positive cultural identity, appreciate diversity, and engage in collaborative and creative activities. |
| Interviewer 2 | by staffing qualified people within the interview depending on the position as career counselors plus head of academics. in our school we have 64 different nationalities so diversity understanding, and acceptance is a must; we always have to be very strict with procedures especially within our school's vision and mission. | We have moral education subject running on plus well-being program/ how effective it is a different story, that is what the senior leadership team focusing on it, and is available to to watch over the classes; middles leadership team is a concern from this view/ there is a good system in place but there is lacking of preparing PowerPoint presentations for all teacher by the middle leadership team / Senior team is good at highlighting it to cater more on personality empowerment, love of learning | if this question to be grade, I as a senior leader, would rate it and 6.5 or 7 out of 10. We need to focus more on consistency to delivery , to relate things more to students as students will give you their hearts if you succeed to own them on the wellbeing side of their lives. | Committee set up to create the best possible set up; calendar system to set up; Meet on monthly basis to check on the needs of students; creating committees to empower teachers and staff. | Utilize the UAE vision of 2030 expectation in the wellbeing curriculum set for the school. Go further to acknowledge the student as for example when the school has hanged all the flags of the students' countries in the school hall, this is considered as an extra thing for the kids. Our students are exposed daily to around 7 teachers, so at least one of these teachers can reach a child. It is always a perspective to look at this point. The faster you reach a child, the |

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| | | despite the academic level. Most of the students in our school are expat Arabs no matter how different they are, being available for kids by the senior team, saluting every child daily and being examples for others is the key. Does everyone do this? As a leader, I am building it and it is changing but takes time. Being humble and loving and acting as the lowest than the lowest position in your school is the key to success as this implies being servant leaders. Right now, we are heading to be on this level, heading towards it as of calendaring ,testing, mapping. We area all doing this but not consistently and not 100 percent accomplished. Gaps are there and empowerment needs to be embedded in the classroom to reach such a level. | | | faster you teach them. It always refers to the teacher's perspective to do it and apply it successfully. |