

Intercultural Competence in Early Childhood Education: Investigating the Self-Perceptions of Greek Preservice Kindergarten Teachers

Foteini Kalogeroianni

School of German Language and Literature, AUTH

fkaloger@del.auth.gr

Abstract

This study investigates the intercultural competence of prospective kindergarten teachers in Greece, who are expected to teach in increasingly diverse classrooms. The research involved final-year students from the School of Early Childhood Education at Aristotle University of Thessaloniki (AUTH), a context shaped by linguistic and cultural diversity. In line with national education policy prioritizing inclusion, this study examines how well future educators are prepared for intercultural teaching. Greece offers a particularly relevant case due to rising migratory and refugee flows, and the increasing presence of students from vulnerable groups, such as the Roma. These trends highlight the need for systematic and critically informed teacher preparation in intercultural education. Quantitative data were collected from 165 students through a self-report questionnaire measuring three key dimensions of intercultural competence: knowledge, attitudes, and skills. All participants had completed the practicum component of their program. Data analysis revealed high levels of self-assessed competence across all dimensions. The findings are discussed in relation to previous literature, with attention to the curriculum's role in fostering professional development. Limitations include the use of self-assessment and the possibility of social desirability bias. The study contributes to international discourse on teacher education for culturally responsive and inclusive early childhood pedagogy.

Keywords: Intercultural Education, Intercultural Competence, Early Childhood Education, Professional Development of Educators.

1. Introduction

This study examines the concept of intercultural competence as a fundamental dimension of the teacher's role in contemporary multicultural societies. Effective teacher preparation is considered essential for cultivating intercultural skills in children, thereby promoting social inclusion and equipping them to become active citizens in diverse communities. Particular emphasis is placed on teacher training within the framework of intercultural education, especially in early childhood education, where children begin to develop specific perceptions of diversity-challenging the outdated notion that young children are "culturally blind" (Van Ausdale & Feagin, 2001). The urgency of this issue is amplified by the increasing presence of immigrants and refugees in schools, who bring linguistic, cultural, ethnic, and religious diversity. Ensuring their meaningful inclusion in education -and by extension, in society- requires that educators possess well-developed intercultural competence to address the needs of diverse student populations effectively.

In the Greek context, however, the current framework for teacher preparation has not adequately incorporated intercultural perspectives into professional development (Tsokalidou, 2005). This highlights the need for research assessing the current level of intercultural competence among educators and proposing strategies for improvement. Particularly important is the inclusion of coursework focused on developing intercultural skills to enhance teaching practices in multicultural classrooms. Against this backdrop, the present



study aims to explore the intercultural competence of prospective early childhood educators, shedding light on critical dimensions of this phenomenon within the Greek educational landscape.

2. Literature review

Managing a multicultural classroom represents a significant challenge for contemporary educators, who are increasingly confronted with the cultural, educational, and social complexities of engaging with the “other” (Urban, 2008). As Lancaster (2010: 85) notes, teachers across all educational levels possess their own “social and cultural lenses,” shaped by values, attitudes, and life experiences that influence how they interpret the world and navigate classroom interactions. These lenses shape personal educational theories that often exert more influence than official policy frameworks (Prout, 2005), ultimately determining how teachers relate to their students.

Villegas & Lucas (2002: 35) distinguish between educators who adopt a deficit perspective -viewing culturally diverse students as lacking- and those who recognize cultural differences as stemming from distinct frames of reference between dominant and minoritized groups. The latter group actively seeks to support the inclusion of diverse students in teaching and learning processes. Empirical studies reveal the persistence of xenophobic attitudes and a tendency to attribute students’ difficulties to their linguistic and cultural backgrounds (Nieto, 2004). However, educators who have received targeted intercultural training during their academic formation appear better equipped to work effectively in diverse school environments (Quartz, Barrara-Lyons, & Thomas, 2005).

Within this framework, the development of intercultural competence emerges as a central component of teacher professional development (Magos & Simopoulos, 2009). Although definitions vary, intercultural competence is generally understood as the ability to engage meaningfully with cultural frameworks different from one’s own-particularly those students bring into the classroom (Byram, Nichols & Stevens, 2001). Core dimensions include: (a) knowledge of one’s own and others’ cultural identities, (b) skills in intercultural interaction and communication, and (c) awareness of and respect for cultural diversity as an educational resource (Deardorff, 2009).

Importantly, this study draws from the theoretical framework of critical intercultural competence. This approach calls for teachers not only to recognize and respect diversity, but to critically examine their own assumptions, question systemic inequalities, and empower students as active participants in knowledge construction (Gay, 2000; Gorski, 2012). It highlights the importance of culturally responsive pedagogy and the development of educators who actively challenge deficit narratives, reflect on their own positionality, and advocate for social justice. This includes amplifying students’ voices and validating their lived experiences in the classroom (Van Ausdale & Feagin, 2001).

The need for such an approach is underscored by research showing that many in-service teachers are insufficiently prepared to meet the needs of diverse learners and require ongoing training in intercultural pedagogy (Spinthourakis & Katsillis, 2003). In the Greek context specifically, studies document widespread ethnocentric attitudes, discriminatory teaching practices, limited understanding of bilingualism as an asset, and the exclusion of students’ cultural capital from classroom learning (Tsokalidou, 2005; Stergiou & Simopoulos, 2019).

Despite the growing diversity in Greek schools, efforts to systematically integrate intercultural education into teacher preparation programs remain limited. The absence of



structured, research-based guidance for cultivating intercultural sensitivity and for addressing the pedagogical challenges of multicultural classrooms highlights a pressing need for reform at the university level. Integrating critical intercultural education into initial teacher education can support the formation of reflective, socially aware educators capable of responding to the evolving realities of the classroom.

3. Materials and methods result

To investigate the research questions posed, a quantitative research design was employed. Specifically, the study utilized a self-assessment approach based on indicators drawn from the theoretical construction of intercultural competence (Bryman, 2016). This section outlines the purpose of the study, participant characteristics, research instruments, and the data collection and analysis procedures.

Early childhood educators, as significant others in children's lives, play a decisive role in shaping their developmental trajectories through both words and actions. They influence identity formation and are faced with increasing cultural, educational, and social challenges (Urban, 2008). Within this context, their professional preparation must empower them to respond to diversity and promote empathy, social justice, and human rights (Gorski, 2012; Magos, 2022). This study, therefore, aims to assess the educational framework for prospective early childhood educators with respect to intercultural education and explore how intercultural competence is formed as a dimension of their professional development.

Four research questions guided the study: (1) How do prospective early childhood educators evaluate their intercultural competence regarding curriculum content and instructional strategies? (2) How do they assess their competence in managing classroom situations related to cultural differences? (3) How do they evaluate their ability to collaborate on intercultural issues in school settings? (4) How do they assess their intercultural sensitivity in terms of self-awareness, awareness of others, and the creation of culturally responsive environments?

3.1. Participants

The sample consisted of 164 students from the School of Early Childhood Education at Aristotle University of Thessaloniki. A convenience sampling method was employed (Creswell & Creswell, 2018). Among the participants, six identified as male, 157 as female, and one as non-binary. The average age was 22.8 years. The majority were enrolled in the sixth semester (n=142), with smaller numbers in the eighth (n=14) and ninth or higher semesters (n=8).

Regarding their background in intercultural education, 122 participants did not attend any related training programs, while 41 participated in such programs. Most students (n=144) had no prior volunteer experience with vulnerable groups such as refugees, Roma, or immigrants, while 20 had engaged in volunteer activities. As for coursework, 69 had not selected any intercultural-related courses, 29 had taken two, and 11 had taken more than three. Courses most associated with intercultural education included "Minority Groups and Intercultural Education" (n=39) and "Bilingualism and Education" (n=26), though some participants also referenced indirectly related subjects.

3.2. Measures

The study employed a structured self-report questionnaire divided into two parts. The first part collected demographic information and details about students' academic and



extracurricular experiences in intercultural education. The second part consisted of 26 items designed to assess perceived intercultural competence across three core dimensions: (a) knowledge of intercultural education and pedagogy, (b) skills in classroom management and communication related to diversity, and (c) intercultural sensitivity. These items were informed by previous research (Athanasopoulou et al., 2018; Taylor et al., 2016; Spanierman et al., 2011) and used a 4-point Likert scale (1 = strongly disagree, 4 = strongly agree).

3.3. Data collection

The data were collected during the mandatory practicum course. Students completed the questionnaire anonymously and voluntarily after giving informed consent. All respondents were final-year students, having completed all the required coursework and currently participating in their practicum placements. Ample time was provided for completing the instrument under ethical conditions ensuring confidentiality and voluntary participation.

3.4. Data analysis

Quantitative data were analyzed using SPSS Version 29. The analysis included a descriptive statistical examination of participants' responses, as well as an exploratory factor analysis (EFA) conducted on 19 of the 26 questionnaire items. This analysis revealed four underlying dimensions of intercultural competence and enabled the construction of four composite variables. Cronbach's alpha was used to assess the internal consistency of each dimension, all of which indicated satisfactory reliability.

The four resulting dimensions were as follows:

- (1) Knowledge of curriculum and instruction (8 items— $\alpha=0.839$), including statements related to applying theory, using practicum experience, selecting materials, teaching in multicultural classrooms, implementing the Unified Curriculum Framework (UCF), and promoting intercultural strategies.
- (2) Classroom management competence (5 items— $\alpha=0.676$), covering practices to address xenophobia, manage learning diversity, and resolve discrimination-related conflicts.
- (3) Collaboration readiness skills (3 items— $\alpha=0.780$), assessing the ability to work with parents, school administration, and colleagues to promote inclusive education.
- (4) Intercultural sensitivity (3 items— $\alpha=0.654$), focusing on incorporating cultural elements into learning, accepting diversity, and encouraging peer collaboration.

The Wilcoxon signed-rank test for one sample was applied to test hypotheses derived from the research questions, as it was appropriate for non-normally distributed data. Given the relatively large sample size ($N=164$), a one-sample t-test was also conducted, yielding consistent results with the non-parametric analysis. This inferential approach aimed at assessing the extent to which prospective educators perceived themselves as possessing adequate levels of intercultural competence across all identified dimensions.

4. Results

In response to the four hypotheses concerning the dimensions of intercultural competence, we conducted a Wilcoxon signed-rank test for one sample for each dimension separately.

The first research hypothesis was formulated as follows: "The median score of the first dimension of intercultural competence -related to knowledge of curricula and teaching strategies/practices- is higher than 20 (the midpoint of the scale)". According to null hypothesis, the hypothesized median of the first dimension of intercultural competence equal



or lower than the midpoint of the scale as a theoretical construct (hypothesized value: median=20). The empirical median of the scale is 24, higher than the hypothesized one. The difference between hypothesized and empirical median is statistically significant at a confidence level of 95% ($p < 0.001$). Therefore, the students' perceived level of awareness and knowledge regarding curricula and teaching practices falls into the high zone ($N=155$, minimum=8, maximum=32, range=18, mean=23,94, SD=3,49, median=24).

The second research hypothesis was defined as follows: "The median score of the second dimension of intercultural competence -related to classroom management- is higher than 12,5 (the midpoint of the scale)". According to the null hypothesis, the median of the second dimension of intercultural competence is equal or lower than the neutral point (midpoint) of the scale as a theoretical construct (hypothesized median=12,5). The empirical median of the scale is 15, higher than the hypothesized one. The difference between hypothesized and empirical median is statistically significant at a confidence level of 95% ($p < 0.001$). Consequently, the students' perceived level of intercultural competence in managing classroom situations and/or conflicts falls into the high zone ($N=155$, minimum=9, maximum=20, range=11, mean=15,28, SD=2,12, median=15).

The third research hypothesis was defined as follows: "The median score of the third dimension of intercultural competence -related to collaboration readiness- is higher than 7,5 (the midpoint of the scale)". According to the null hypothesis, the median of the third dimension of intercultural competence is equal or lower than the midpoint of the scale as a theoretical construct (hypothesized median=7,5). The empirical median of the scale is 9, higher than the hypothesized one. The difference between hypothesized and empirical median is statistically significant at a confidence level of 95% ($p < 0.001$). Therefore, the students consider themselves highly prepared to collaborate on matters concerning diversity management and the promotion of intercultural communication ($N=159$, minimum=4, maximum=12, range=8, mean=9,61, SD=1,49, median=9).

Finally, the fourth research hypothesis was formulated as follows: "The median score of the fourth dimension of intercultural competence -related to intercultural sensitivity- is higher than 7,5 (the midpoint of the scale)". According to the null hypothesis, the median of the fourth dimension of intercultural competence is equal or lower than the midpoint of the scale as a theoretical construct (hypothesized median=7,5). The empirical median of the scale is 8, higher than the hypothesized one. The difference between hypothesized and empirical median is statistically significant at a confidence level of 95% ($p < 0.001$). Hence, students perceive themselves as being highly sensitized to "otherness". ($N=162$, minimum=5, maximum=11, range=6, mean=8,33, SD=1,06, median=8).

5. Discussion

In the present study, prospective kindergarten teachers assess themselves as possessing a high level of intercultural competence, as reflected across its four key dimensions. These findings are consistent with previous research examining multicultural teaching efficacy in both prospective and in-service educators, as well as studies exploring teachers' multicultural attitudes (Gay, 2010; Nieto & Bode, 2018; Banks & Banks, 2019). According to the Tripartite Model of Multicultural Teaching Competence (MTCS), educators considered to be multiculturally competent are those who demonstrate: (a) knowledge of intercultural pedagogy and teaching strategies relevant to diverse populations, an understanding of significant socio-historical and current socio-political realities, and awareness of cultural



dynamics; (b) skills to manage a multicultural classroom, including selecting appropriate strategies to promote students' academic success and personal development, implementing culturally responsive behavior management, and evaluating educational policies, procedures, and practices through the lens of cultural sensitivity; and (c) awareness and appreciation of the cultural backgrounds of others, aiming to create culturally inclusive learning environments (Spanierman et al., 2011).

The current research reveals similar findings, as interculturally competent educators are described as those who possess knowledge of intercultural education and pedagogy, skills for managing multicultural classrooms, and a readiness to collaborate with various stakeholders in the educational process-both for problem-solving and promoting cooperation and intercultural communication. Additionally, such educators exhibit a high degree of intercultural sensitivity. In this study, future kindergarten teachers positively evaluate all these dimensions, even though the existing literature often highlights the challenges that in-service educators face when dealing with issues related to intercultural education (Sleeter & Grant, 2009; Gorski, 2016).

An important lens through which to interpret these findings is that of critical intercultural education, which goes beyond the recognition and celebration of cultural diversity and emphasizes structural inequalities, social justice, and transformative pedagogy (Gorski, 2012). From this perspective, intercultural competence is not limited to the ability to manage diversity but includes educators' willingness and capacity to challenge discriminatory practices, deconstruct dominant narratives, and empower marginalized voices within the classroom. Although students rated their intercultural competence highly, it remains necessary to examine whether these self-perceptions translate into a critical orientation towards social transformation. Future research should therefore explore whether this self-reported competence reflects an internalized critical consciousness or primarily procedural knowledge and attitudes.

The high levels of intercultural competence reported by students in the School of Early Childhood Education appear to be directly related to the curriculum of the specific department at Aristotle University of Thessaloniki (AUTH). Based on their course selections, students receive training in topics relevant to intercultural education and teaching. Interestingly, students also identify courses as relevant to intercultural education -such as "Museum Education", "Visual Arts and Creativity", "Social Psychology", and "Education and Lifelong Learning"- even when their connection is more indirect. This observation is particularly important, as it suggests that students feel they are engaging with intercultural education through a variety of subjects, indicating that the faculty members incorporate intercultural perspectives into their course designs (UNESCO, 2006). This permeation -a core objective of intercultural education- seems to be present within the current curriculum, creating a supportive academic environment for students. Furthermore, as final-year students, they have completed the practicum component of their studies, which involves school placements. These placements, taking place in one of Greece's largest cities, allow students to engage with multicultural classrooms, thereby contributing to the development of their intercultural sensitivity (Cushner, McClelland, & Safford, 2015). Consequently, the orientation of the faculty appears to foster the cultivation of intercultural competence, supporting the claim that educators who receive specialized training in intercultural education are better equipped to teach effectively in multicultural learning environments (Quartz, Barrara-Lyons, & Thomas, 2005).



From a broader international perspective, the Greek educational context offers valuable insights into how teacher education programs can adapt to increasing migration and cultural diversity. Greece, as a country facing rapid demographic shifts due to refugee and migrant inflows, presents a unique case for studying how intercultural education is integrated into teacher preparation. The findings raise the question of what other national education systems can learn from the Greek experience, especially in contexts that have historically had less multicultural exposure.

Despite the broader concern in Greek higher education regarding insufficient initial training and professional development in intercultural education within teacher education programs (Liakopoulou, 2006), this case shows that students are exposed to intercultural education in a way that allows them to perceive themselves as interculturally competent. However, being interculturally aware does not necessarily guarantee that educators will implement interculturally oriented teaching practices (Creswell & Creswell, 2018). This gap between knowledge and implementation is central to the principles of critical intercultural education, which stresses that educators must not only know about diversity but also act consciously to dismantle inequities in their classrooms.

To portray a more complete picture of the intercultural competence of the sample group, a complementary study was conducted using vignette-based scenarios to examine how these students relate to intercultural education in practice. This method allowed researchers to observe whether students' theoretical self-assessments align with their real-world decision-making. Interestingly, while all participants in the present study rated themselves highly in terms of competence, their responses to the vignettes suggest a stronger inclination toward folkloric interpretations of intercultural education and recognition-based approaches (Kalogerogianni, in press). This finding aligns with the broader Greek educational landscape, where intercultural education is often equated with project-based interventions or compensatory measures rather than embedded critical pedagogical practices. It also reflects the enduring gap between theory and practice in addressing multiculturalism within Greek teacher education (Gotovou, 2024).

Finally, it is worth noting that self-assessment studies often reflect a tendency for individuals to evaluate their own abilities positively—a pattern also observed in the current study. This may help explain why students rated their intercultural competence favorably across all four dimensions. This highlights the possible influence of social desirability bias, particularly in issues such as inclusion, diversity, and social justice, which are increasingly emphasized in teacher education discourse. Nevertheless, this tendency may be considered a limitation of the research. Future studies could help validate these preliminary findings of primarily explorative research.

6. Limitations and future research

While the present study provides valuable insights into the self-perceived intercultural competence of prospective kindergarten teachers in Greece, certain limitations must be acknowledged. First, the exclusive reliance on self-reported data introduces the possibility of social desirability bias. Participants may have overestimated their competencies in alignment with the normative expectations of inclusion and diversity within teacher education discourse. Second, the research sample was drawn solely from the School of Early Childhood Education at Aristotle University of Thessaloniki. This limits the generalizability of the findings to other institutions or national contexts, particularly given the convenience sampling method



employed. Third, the quantitative design, while effective in identifying core dimensions of intercultural competence, did not allow for an in-depth exploration of how these competencies are enacted in real-life teaching contexts. Longitudinal or mixed-method studies, including classroom observations and interviews, would provide a more comprehensive understanding of how intercultural training translates into pedagogical practice. Finally, although a complementary qualitative study using vignettes has been conducted to gain deeper insights into the students' orientations toward intercultural education, its findings are still forthcoming. Future research should integrate such approaches to assess whether self-perceived competence corresponds with critical pedagogical action and intercultural responsiveness. Nevertheless, this study offers a timely and essential contribution to the field of early childhood education, highlighting the critical role of intercultural competence in shaping inclusive pedagogical practices and laying the groundwork for the development of equitable, democratic learning environments in increasingly diverse societies.

7. Conclusions

The present study contributes significantly to our understanding of the intercultural competence of prospective kindergarten teachers. First, it affirms that intercultural competence comprises specific dimensions that educators must possess to be considered interculturally competent. Knowledge, skills, and attitudes are essential components in the formation of intercultural capital, which may be viewed as analogous to Bourdieu's concept of cultural capital (Kodric, 2019). When educators develop all these dimensions, they are more likely to transform dysfunctional perceptions and attitudes toward the cultural backgrounds of diverse students and overcome stereotypes and prejudices that influence their thinking and actions. Both prospective and in-service teachers need not only appropriate knowledge, but also relevant educational experience, to be adequately prepared for the intercultural management of the classroom (Magos, 2002: 174). In the pursuit of the ideal educator (Kyridis et al., 2014), intercultural competence emerges as a vital aspect of professional development, one that significantly enhances teaching practice.

Bibliographic references

- Athanasopoulou, A., Tsitsas, G., Psalti, A., Yotsidi, V., & Kounenou, K. (2018). Greek Teachers' Attitude towards Multiculturalism: Psychometric Properties of the Teacher Multicultural Attitudes Survey Scale (TMAS). *Creative Education, 9*, 2525–2533. Retrieved from <https://doi.org/10.4236/ce.2018.915191>
- Banks, J. A., & Banks, C. A. M. (2019). *Multicultural Education: Issues and Perspectives* (10th ed.). Wiley.
- Bryman, A. (2016). *Social Research Methods*. Oxford University Press.
- Byram, M., Nichols, A., & Stevens, D. (2001). *Developing Intercultural Competence in Practice*. Clevedon: Multilingual Matters.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). London: Sage Publications.
- Cushner, K., McClelland, A., & Safford, P. (2015). *Human Diversity in Education: An Intercultural Approach* (8th ed.). McGraw-Hill.
- Deardorff, D. K. (Ed.) (2009). *The Sage Handbook of Intercultural Competence*. Thousand Oaks: Sage.



- Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, and Practice*. NY: Teachers College Press.
- Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice* (2nd ed.). NY: Teachers College Press.
- Gotovos, A. (2024). *The Refugee Issue and the New Generation of Teachers: Motivation, Multiculturalism, and Refugee Education*. Athens: Gutenberg.
- Gorski, P. (2012). Equity and Social Justice from the Inside-Out: The Commitments from Intercultural Education. In N. Palaiologou & G. Dietz (Eds.), *Mapping the Broad Field of Multicultural and Intercultural Education Worldwide*. Cambridge Scholars Publishing, 388–401.
- Gorski, P. C. (2016). *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*. Teachers College Press.
- Kalogerogianni, F. (in press). *Exploring the Intercultural Competence of Prospective Kindergarten Teachers: A Quantitative Study Using Creative Scenario-Based Vignettes. Themes in Education Sciences*.
- Kodrić, M. (2019). Intercultural Capital in the Development of the Postmodern World. *Socio-Economic Problems and the State*, 21(2). Retrieved from <https://doi.org/10.33108/sep2019.02.332>
- Kyridis, A., Avramidou, M., Zagkos, C., Christodoulou, A., & Pavli-Korre, M. (2014). Who is the Ideal Teacher? Greek Pre-Service Teachers Express Their Views about the Characteristics of the “Perfect” Teacher. *Journal for Educators, Teachers and Trainers*, 5(2), 143–159.
- Lancaster, Y. P. (2010). Listening to Young Children: Enabling Children to be Seen and Heard. In G. Pugh & B. Duffy (Eds.), *Contemporary Issues in the Early Years*. London: Sage publications, 33–46.
- Liakopoulou, M. (2006). *The Intercultural Dimension in Teacher Education: Theoretical and Empirical Approach*. Thessaloniki: Afoi Kyriakidi.
- Magos, K. (2002). *Intercultural Education in Primary School: Theory and Practice*. Athens: Atrapos.
- Magos, K. (2022). *The Flight of Errol: Critical Intercultural Education in Preschool and Primary School*. Athens: Gutenberg.
- Magos, K., & Simopoulos, G. (2009). Do You Know Naomi? Researching the Intercultural Competence of Teachers Who Teach Greek as a Second Language in Immigrant Classes. *Intercultural Education*, 20(3), 255–265.
- Nieto, S. (2004). *Affirming Diversity*. NY: Pearson.
- Nieto, S., & Bode, P. (2018). *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (7th ed.). Pearson.
- Prout, A. (2005). *The Future of Childhood: Towards the Interdisciplinary Study of Children and Society*. London: Routledge Falmer.
- Quartz, K., Barrara-Lyons, K., & Thomas, A. (2005). Retaining Teachers in High-Poverty Schools: A Policy Framework. *International Handbook of Educational Policy*, 13(2), 491–506.
- Sleeter, C. E., & Grant, C. A. (2009). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender* (6th ed.). Wiley.
- Spanierman, L. B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Vaile-Wright, C., Dillon, F. R., & Navaro, R. (2011). The Multicultural Teaching Competency Scale: Development and Initial Validation. *Urban Education*, 46(3), 440–464. Retrieved from <https://doi.org/10.1177/0042085910377442>



- Spinthourakis, J. A., & Katsillis, J. (2003). Multiculturalism and Teacher Preparedness to Deal with the New Reality: The View from Greece. In A. Ross (Ed.), *A Europe of Many Cultures*. London: CICE, 93–98.
- Stergiou, L., & Simopoulos, G. (2019). *After the Container: An Intercultural Look at Refugee Education*. Athens: Gutenberg.
- Taylor, R., Lumi-Yeboah, A., & Ringlaben, P. R. (2016). Pre-Service Teachers' Perceptions Towards Multicultural Education and Teaching of Culturally and Linguistically Diverse Learners. *Multicultural Education*, 42–48.
- Tsokolidou, R. (2005). Raising 'Bilingual Awareness' in Greek Primary Schools. *International Journal of Bilingual Education and Bilingualism*, 8(1), 48–61. Retrieved from <https://doi.org/10.1080/13670050508668601>
- UNESCO. (2006). *Guidelines on Intercultural Education*. United Nations Educational, Scientific and Cultural Organization.
- Urban, M. (2008). Dealing with Uncertainty: Challenges and Possibilities for the Early Childhood Profession. *European Early Childhood Education Research Journal*, 16(2), 135–152.
- Van Ausdale, D., & Feagin, J. R. (2001). *The First R: How Children Learn Race and Racism*. Oxford: Rowman and Littlefield Publishers.
- Villegas, A. M., & Lucas, T. (2002). *Educating Culturally Responsive Teachers*. NY: State University of New York Press.

