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Promoting Pre-Service Teachers' Understanding and Implementation of Equity, Diversity, and Inclusion Practices

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Promoting Pre-Service Teachers' Understanding and Implementation of Equity, Diversity, and Inclusion Practices

Schools in Canada are hubs for students with diverse cultural, socio-economic, and racial backgrounds. Additionally, students come to their classrooms with unique interests, learning profiles, and achievement levels. Rather than adopting a “one-size-fits-all” approach, educators need to be well-prepared to implement inclusive and equitable teaching practices such as differentiated instruction (DI). Yet, despite policies encouraging these strategies, professional development initiatives that aim at enhancing teachers’ readiness to apply DI are limited. Furthermore, research on teachers’ implementation of DI in Ontario schools is scarce. Thus, we lack understanding in terms of whether the set policies are being effectively employed.

Accordingly, my research tackles equity, diversity, and inclusion practices in Ontario science classes. The study explores the impact of DI-focused training integrated in one of the Teacher Education Program courses on science/STEM teacher candidates’ views and implementation of DI; on a hope that similar opportunities would promote teachers’ readiness in the future.