

TEACHER EFFICACY FOR TEACHING IN MULTILINGUAL SCHOOL CONTEXTS IN ONTARIO

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INTRODUCTION

1

Throughout the USRI, I worked on submitting the various aspects of our research to the Western's research ethics board (WREM), as well as testing out the surveys to make sure that they were easy to follow and would be suitable for the range of people that we were surveying. By examining and learning the steps of submitting research and conducting it, I learned a great deal about research studies and the more formal and professional side of submitting research to the public.

BACKGROUND & PURPOSE

2

The goal of this study is to understand teacher learning and efficacy for teaching in Ontario's linguistically, culturally and racially diverse classrooms. Over 20% of Canada's population is foreign-born and recent reports claim that by 2036 more than 30% of the population would have a mother tongue other than English. This would include minority students, foreign-born immigrant students, and refugees. Most importantly, research has shown that these students succeed in academics when teachers make instruction relevant throughout the curriculum.



METHODS

3

We begin our research with trying to answer two very important questions: 1. What factors and experiences influence the development of self-efficacy for teaching in multilingual school contexts? 2. What are the levels of self-efficacy of Ontario teachers upon graduation from teacher education programs for teaching in multilingual school contexts? To answer these questions, we have decided to gather both quantitative and qualitative data in the form of surveys conducted online and interviews via skype with select participants. Data will be collected in three faculties of education in Ontario (Western, Brock and Ottawa).

CONCLUSION

4

While, our research must still be approved by WREM before we begin, we have created all the content and aspects of our research and are excited to share and collect data, analyze the results and write reports. We hope that the knowledge we gain from this study can be used to promote quality culturally and linguistically inclusive pedagogy in Canada's multilingual schools.



RESOURCES

5

We used several resources to support our research and help us determine our goals and research questions. Specifically, sources on education, teaching and efficacy beliefs helped us understand the current limitations in the educational system in Ontario and the research on curriculum and diversity helped us understand the changing dynamics within the educational systems in Ontario.

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