



**Universiteit
Leiden**
The Netherlands

Culturally responsive teaching in Dutch multicultural secondary schools

Theeuwes, B.C.

Citation

Theeuwes, B. C. (2024, May 29). *Culturally responsive teaching in Dutch multicultural secondary schools*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/3754860>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/3754860>

Note: To cite this publication please use the final published version (if applicable).

Culturally responsive teaching
in
Dutch multicultural secondary schools



Universiteit
Leiden
ICLON

ICLON, Leiden University Graduate School of Teaching

ico

The research was carried out in the context of the *Dutch Interuniversity Center for Educational Sciences*.

Title: Culturally responsive teaching in Dutch multicultural secondary schools

Titel: Cultuuresponsief onderwijs in Nederlandse multiculturele Voortgezet
Onderwijs scholen

ICLON PhD Dissertation Series

Print: Mostert & van Onderen!

Cover design: Suzanne Hertogs, Ontwerphaven

Lay-out: Mostert & van Onderen!

ISBN/EAN: 978 9490383 473

© 2024, Brigitte C. Theeuwes – De Bock

All rights reserved. No part of this thesis may be reproduced, stored in retrieval systems, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the author.

**Culturally responsive teaching
in
Dutch multicultural secondary schools**

Proefschrift

ter verkrijging van

de graad van doctor aan de Universiteit Leiden,

op gezag van rector magnificus prof.dr.ir. H. Bijl,

volgens besluit van het college voor promoties

te verdedigen op woensdag 29 mei 2024

klokke 10.00 uur

door

Brigitte Christiane Theeuwes – De Bock

geboren te Borgerhout

in 1971

Promotores

Prof.dr. W.F. Admiraal

Prof.dr. N. Saab

Prof.dr. E.J.P.G. Denessen, Radboud Universiteit

Promotiecommissie

Prof.dr. B.A. Barendregt (decaan/voorzitter)

Prof.dr.ir. F.J.J.M. Janssen

Prof.dr. S.E. Severiens, Erasmus Universiteit

Dr. T.L. Mearns

Dr. L. Gaikhorst, Universiteit van Amsterdam

“We are like islands in the sea, separate on the surface but connected in the deep.”

--- William James ---

Table of Contents

Table of Contents	7
Preface	9
Chapter 1: General Introduction	11
1.1 Introduction	13
1.2 The Dutch multicultural context	15
1.3 Multicultural context and schools in the Netherlands	18
1.4 Teaching in a multicultural classroom context	19
1.5 Noticing in multicultural classrooms	22
1.6 This dissertation	24
Chapter 2 – Teachers and their culturally diverse classrooms in Dutch secondary education	29
2.1 Introduction	31
2.2 Culturally responsive teaching	31
2.3 This study	35
2.4 Method	36
2.5 Results	39
2.6 Discussion and conclusions	50
Chapter 3 – Noticing through a cultural lens: Student teachers’ and expert teachers’ identification and interpretation of events in a multicultural classroom context	57
3.1 Introduction	59
3.2 Novice teachers’ and expert teachers’ noticing of classroom events	60
3.3 This study	62
3.4 Method	63
3.5 Results	66
3.6 Discussion and conclusions	72
3.7 Limitations and directions for further research	74

Chapter 4 – Unravelling expert teachers’ culturally responsive teaching competence when facing a multicultural classroom context	77
4.1 Introduction	79
4.2 Theoretical background	80
4.3 This study	86
4.4 Method	87
4.5 Results	92
4.6 Discussion and Conclusions	101
Chapter 5 – General discussion	107
5.1 Introduction	109
5.2 Main findings	110
5.3 Discussion of the findings	112
5.4 Limitations and suggestions for future research	118
5.5 Implications for practice	121
5.6 Concluding remarks	125
Epilogue	127
References	129
Appendix to Chapter 2	141
Summary	149
Nederlandse samenvatting	155
Curriculum vitae	165
Dankwoord	167
ICLON Ph.D. Dissertation Series	171

Preface

I spent most of my school career at a Catholic girls' school in Antwerp. We all wore a brown uniform, my classmates and I and our parents were born and raised in Belgium, and we had no migration background. At the cognitive level, there were few significant differences between us. If you could not keep up, you had to go to another school. We were taught Catholic values at school, and these were recognized in our homes. Everyone received First Communion and Confirmation, which was organized by the school. There was no thinking about it, you just did it. Only one girl in my class was Protestant. We found that a little strange, and we also had some students in class, including myself, one of whose parents was Walloon and French was spoken at home. Some Flemish students also spoke French at home because the language was considered elite. They were called 'Franskiljons'. Those were the cultural differences I can recall from that time. Thus, there was not much diversity when I was at school from about 1974-1989. Yet, a Physics teacher in Year 12 of my school career failed to notice me and meet my educational needs. At a parent-teacher meeting, at a time when it was not customary for students to be present, my mother had scheduled an appointment with him because my grades for physics were noticeably worse than in the other subjects. The teacher asked if my mother might bring a photo with her as he did not know who I was. At an age when identity development is in full swing, this affected me. How could it be that a teacher did not know me even though I had been taught by him for two years? It was perhaps what prompted me to choose teaching with the drive to 'do things differently'.

Now many years later, and due to the positive trend towards inclusive education, there are hardly any more girls-only and boys-only schools in Belgium. Moreover, because of the increasing cultural diversity of society, many schools, including the school I attended, have student populations with diverse ethnic, religious and socio-cultural backgrounds and with migration histories. In this multicultural classroom context, what competence should my physics teacher have developed to 'see' his students and respond to their educational needs?

