



Multicultural Teaching Strategies in International Kindergartens

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In the process of globalisation, multicultural education has become one of the most pressing issues in the field of education. However, it is still unclear how to implement effective multicultural education strategies in early childhood education. Therefore, this thesis focuses on the impact of teaching strategies used by international kindergarten teachers on the effectiveness of early childhood education.

Using a systematic literature review approach, this thesis identifies and evaluates the effectiveness of three main teaching strategies, namely interactive teaching, culturally sensitive teaching, and contextual teaching, in multicultural education by analysing 14 valid related literatures. The findings indicate that teacher competence has a significant impact on teaching and learning outcomes. Interactive teaching improves children's learning and social skills; culturally sensitive teaching enhances children's cultural understanding; and contextual teaching enhances children's problem-solving skills.

The core value of this study is to provide guidance on specific teaching strategies for multicultural education and to emphasise the importance of teacher professional development and cultural sensitivity training. Future research should further validate the universality of these strategies in different cultural contexts and explore the impact of teachers' cultural sensitivity on young children's long-term development.

Keywords: multicultural education, cultural sensitivity, Student diversity, teacher efficacy, teaching strategies

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1 Introduction

In an era of rapid globalisation, the field of education is confronted with a growing demand for multiculturalism. Multicultural education is not only about respecting and understanding children from different cultural backgrounds, but also about promoting social justice and the development of a global perspective. Multicultural education helps students develop critical thinking and cross-cultural understanding in a multicultural environment, thus laying the foundation for global citizenship (Banks, 2015). In international kindergartens, the fact that students come from different countries with different cultural, linguistic and social backgrounds creates great opportunities and challenges for early childhood teachers. To meet these challenges, early childhood teachers need to develop and implement teaching strategies that are inclusive and adaptable to multicultural backgrounds. Understanding and respecting the diversity of children therefore becomes the foundation of multicultural education (FNAE, 2022).

Although there has been a significant amount of research exploring different aspects of multicultural education, relatively little research has been conducted on how to effectively apply these strategies in international kindergartens. Current research focuses on theoretical discussions and policy recommendations, and there is a lack of systematic empirical analyses to assess the effectiveness of these strategies in actual teaching and learning. For example, existing literature suggests that interactive and culturally sensitive teaching has a positive effect in theory, but the specific effects and challenges in practical implementation need to be further explored (Gay, 2018; Sleeter, 2020). Most studies focus on the theoretical literature on multicultural education and lack detailed descriptions and analyses of teaching practices. Therefore, there is a need to fill this research gap through a systematic literature review to gain a comprehensive understanding of the specific applications and effects of these teaching strategies.

In order to identify and assess the actual effectiveness of teaching strategies in multicultural education, this study aims to systematically explore the impact of teaching strategies used by international kindergarten teachers on educational outcomes. Exploring the impact of effective teaching strategies on children's ability to learn and develop socially is the central task of this study. Therefore, this study will analyse the effectiveness of the application of three main strategies, namely interactive, culturally sensitive and contextualised teaching, and explore the impact of these strategies on students' learning abilities and social skills development in different cultural contexts. This dissertation not only fills a gap in the existing literature, but also provides concrete guidance for educational practice.

This study not only has implications for the theoretical development of multicultural education, but also provides guidance for policy makers and educational practitioners. The results of my study will provide educators with specific recommendations for instructional strategies that will help them more effectively support the development of children in multicultural classrooms (Ladson-Billings, 2014).

The rest of the paper is structured as follows: section 2 explains the theoretical framework of the study, including the definition and importance of multicultural education. Section 3 describes in detail the methodology of the study, including the research design, data collection and analysis methods. Section 4 reports the findings of the study, exploring the specific impact of interactive teaching, culturally sensitive teaching and contextualised teaching. Section 5 reports the key findings of the study, discusses the implications and limitations of the findings, and suggests directions for future research. Section 6 describes the research ethics and reliability of this thesis. Section 7 summarises the main findings of the study, highlights the key role of teacher efficacy in multicultural education. Specific recommendations for educational practice are also provided to help teachers better teach in multicultural settings. I used AI tools to check and make my thesis smoother in English as English is not my native language.

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2 Theoretical framework

Multicultural education emphasises inclusiveness and helps children to understand and respect different cultures. In international kindergartens, early childhood teachers need the flexibility to use diverse teaching strategies to meet the needs of children from different cultural backgrounds. Multicultural education not only develops children's learning abilities and social skills, but also enhances their sense of social responsibility and reduces cultural prejudice, thus promoting harmonious social development.

2.1 Concept and implications of multicultural education

It is important to promote children's understanding of and respect for different cultures in multicultural education. Early childhood teachers face opportunities and challenges in diverse teaching environments. In this context, student diversity becomes an important consideration in the design of teaching strategies and teachers need to develop strategies that are inclusive and adaptable to different cultural backgrounds (FG, 2018).

2.1.1 Concept and meaning of multicultural education

Multicultural education is an educational philosophy and practice approach that aims to promote students' understanding of and respect for different cultures. It emphasises inclusion and acceptance of student diversity by adapting curriculum content, teaching methods and school culture (Ladson-Billings, 2014). Multicultural education not only focuses on educational equity for minority students, but also promotes a global perspective and cross-cultural understanding for all students (Sleeter, 2020).

The significance of this approach to education is that it helps to develop cultural sensitivity in children so that they can grow up to be global citizens in a multicultural environment. Through multicultural education, children can learn to respect and appreciate different cultural backgrounds, thus enhancing their sense of social responsibility and global citizenship (Gay, 2018). In addition, multicultural education reduces cultural prejudice and discrimination and promotes harmonious social development (Banks, 2015).

There are also different coloured voices among different scholars regarding the definition and understanding of multicultural education. According to Banks (2015), multicultural education is a complex educational process aimed at eliminating social inequality and promoting social justice through education. Multicultural education is not only for the equitable education of minority students, but also for the development of global perspectives and intercultural understanding for all students. Gay (2018) further points out that multicultural education is not only a change in curriculum content, but also a comprehensive change in teaching strategies, assessment criteria and school culture to accommodate the diversity of students. This shows that multicultural education is imperative in today's era of globalisation.

2.1.2 Implications of multicultural education on teaching and student development

International kindergartens usually enrol children from different countries and cultural backgrounds, which makes the child population highly diverse in terms of cultural, linguistic and social backgrounds (Papadopoulou, Palaiologou, & Karanikola, 2022). This diversity creates challenges for teachers, but also provides a rich educational resource. Teachers need to understand and respect children's diverse cultural backgrounds to effectively implement multicultural educational activities (Pilus et al.)

The diversity of children's cultural backgrounds means that they differ significantly in terms of family culture, religious beliefs, linguistic practices and social behaviour (García & Weiss, 2019). These differences affect how they learn and how they respond to education; therefore, teachers need to use flexible and varied teaching strategies that are tailored to meet each child's learning needs (Babanoğlu & Ağçam, 2023). As (Seo, 2022) points out in this article, the multicultural education system in Korea and other East Asian countries needs to

provide more comprehensive language support for multiracial children to enhance children's learning and future cultural understanding.

The impact of children's diversity on the teaching and learning environment is multifaceted. On the one hand, the presence of diversity enriches the classroom and promotes cultural exchange and understanding among children (Gay, 2018). On the other hand, diversity also places higher demands on teachers, who need to possess intercultural teaching skills and be able to effectively manage and utilise cultural diversity in their classroom activities.

2.2 Teacher professionalism and teaching strategies

Multicultural education necessitates teachers who are highly culturally sensitive and interculturally competent. Teacher professionalism extends beyond subject knowledge to include understanding and incorporating students from diverse cultural backgrounds (Paris & Alim, 2017). Cultural sensitivity is pivotal for the effectiveness of teaching strategies and can be improved through professional development and ongoing learning (García & Weiss, 2019). Effective strategies in multicultural education include using multicultural picture books, implementing differentiated instruction, and organizing cultural exchange activities to foster an inclusive and respectful learning environment (Janakiraman et al., 2019).

2.2.1 The importance of teachers' cultural sensitivity and professional development

Cultural sensitivity involves an awareness and understanding of cultural differences, particularly showing respect and tolerance in cross-cultural interactions (Papadopoulou, Palaiologou, & Karanikola, 2022). This competence is essential for teachers to effectively apply teaching strategies that respect students' cultural backgrounds (Pilus et al., 2023). Despite theoretical acceptance, practical challenges in implementing cultural sensitivity include inadequate training resources and institutional constraints (Aslan, 2022). While research generally supports the positive impact of cultural sensitivity on educational outcomes, more empirical studies are needed to understand its specific mechanisms (Babanoğlu & Ağçam, 2023; Ottley et al., 2020).

Professional development is vital for teachers to understand and respond to cultural diversity (Papadopoulou, Palaiologou, & Karanikola, 2022). Training programs that include cultural sensitivity, intercultural communication skills, and multicultural curriculum design help teachers better support student learning (Babanoğlu & Ağçam, 2023). Effective professional development enhances teacher efficacy, which involves better classroom management and student engagement (Seo, 2022; Pilus et al., 2023). However, the effectiveness of professional development varies, influenced by personal attitudes and the school environment (Öztürk Akcaoglu, 2021).

Continuous professional development helps teachers update their skills and adapt to changing educational environments (Santoro, 2011). Despite its benefits, challenges remain in practical application and effectiveness evaluation (Gay, 2018). This study examines the direct impact of teaching strategies on multicultural education effectiveness to provide better guidance for practice (Ladson-Billings, 2017).

2.2.2 Application of Multicultural Materials and Teaching Strategies

Selecting multicultural picture books that accurately represent diverse cultures is vital. These books should use simple language and culturally representative content to help children understand and respect different cultures (Bradshaw & Randolph, 2021; Gopalakrishnan, 2019). Teachers should use interactive methods like group discussions and role-playing to engage children and deepen their understanding (Tangkitjaroenkun et al., 2022). Integrating multimedia resources can also enhance cultural learning.

Differentiated instruction adapts content, processes, and products to meet diverse student needs (Tomlinson, 2014). By understanding students' readiness, interests, and learning styles, teachers can adjust teaching methods and materials to improve learning outcomes (Heacox, 2018; Gregory & Chapman, 2019). In multicultural education, this approach includes using bilingual resources and organizing cultural exchange activities to enhance cultural sensitivity and teamwork (González, Moll, & Amanti, 2013).

Cultural exchange activities like cultural festivals and storytelling sessions help children understand and respect different cultures (Miller & Saxton, 2018). Involving parents and community members provides authentic cultural experiences, enriching children's learning (Ramsey, 2015). These activities enhance cultural identity, self-esteem, and social skills (Banks, 2019).

Overall, integrating multicultural picture books, differentiated instruction, and cultural exchange activities can significantly improve children's cultural sensitivity and academic performance. This study aims to further explore these strategies' practical applications to fill current research gaps and optimize educational practices for better multicultural education outcomes (Ladson-Billings, 2017).

2.3 Teaching effectiveness and assessment

Teaching effectiveness is influenced by a variety of factors, including teachers' instructional strategies, classroom management, students' cultural backgrounds, and family support (Marzano, 2015). Teacher efficacy is an important factor that affects teaching outcomes in multicultural environments. Teachers need to pay special attention to the cultural

backgrounds of their students and adapt their teaching methods to meet the needs of diverse students to improve the effectiveness of their teaching (Banks, 2014).

Assessing the effectiveness of multicultural instruction involves not only students' academic performance, but also their cultural understanding and social skills. Effective assessment methods should integrate quantitative and qualitative assessment tools to fully reflect the impact of instructional strategies. Teachers' cultural sensitivity and efficacy should also be fully considered in the assessment process (Darling-Hammond, 2015).

2.3.1 Application of teaching and management strategies

In a multicultural education environment, teachers need to use flexible and varied teaching methods to accommodate the cultural backgrounds and learning needs of different students. Quality multicultural education helps reduce educational inequalities and promotes social and educational inclusion (Ojala, 2010). By applying culturally sensitive strategies, teachers can help students better understand and respect different cultures, thereby improving their academic performance and social skills.

However, relying on culturally sensitive strategies alone may not be enough to solve all problems. Teachers need to consider students' cultural backgrounds, individual differences, and specific needs when implementing multicultural education (Doucette et al., 2021). Lim and Kester's (2023) study pointed out that despite the theoretical positive effects of culturally sensitive strategies, they may encounter numerous challenges in practice. These challenges include teachers' cultural biases, lack of resources, and students' varying responses to cultural content.

The effectiveness of classroom management strategies in a multicultural environment is critical to the effectiveness of teaching and learning. Teachers need to be more flexible and reflective in managing multicultural classrooms to create learning environments that are inclusive and respectful of diversity (Lim & Kester, 2023). Research has shown that when teachers are able to effectively manage multicultural classrooms, student engagement and motivation to learn increase significantly. Good classroom management not only reduces classroom conflict, but also enhances student concentration, which significantly improves overall teaching and learning outcomes.

In addition, by promoting cooperation and interaction among students, teachers can enhance their teamwork and social skills. Group activities and co-operative games can help students learn how to share, co-operate and resolve conflicts. This not only contributes to their academic development, but also promotes their social-emotional development for better growth in a multicultural environment.

Teachers need to recognise the diversity of students' cultural backgrounds and respect these differences. Students from different cultural backgrounds may face challenges such as language barriers and culture clashes, and teachers should adopt targeted support measures. By actively knowing and understanding the cultural backgrounds of their students, teachers are better able to incorporate these elements into their instruction, enhancing students' sense of belonging and interest in learning (Doucette et al., 2021).

Interaction between families and teachers, co-cultural curricula, and systematic integration of non-governmental organisations (NGOs) are all important factors in enhancing the effectiveness of multicultural education (AKARCAY ULUTAS et al., 2022). Family support not only enhances students' academic performance but also promotes their mental health and social adjustment. Through regular home visits and home-school interactions, teachers can learn about their students' home learning environments and backgrounds, which can lead to the development of instructional programmes that are more responsive to students' needs and enhance their motivation and self-confidence (McKnight et al., 2022).

2.3.2 Assessment methods

In multicultural education, quantitative and qualitative assessments each have their own unique strengths. Quantitative assessment methods, such as standardised tests and questionnaires, can provide objective data information to help educators understand students' academic progress and learning outcomes. For example, by analysing test scores, teachers can quantify student performance in different subjects (Marzano, 2015). In contrast, qualitative assessment methods, such as observations, interviews, and analyses of student work, provide insight into students' learning processes and cultural understanding. By documenting students' classroom behaviour and communicating with students and parents, these methods provide rich contextual information that helps to assess students' learning holistically (Banks, 2014).

Comprehensive assessment methods combine the strengths of quantitative and qualitative assessments to provide a comprehensive picture of the effectiveness of multicultural education. For example, teachers can assess students' knowledge acquisition through tests and learn about students' cultural understanding and social skills through observations and interviews. Research has shown that a comprehensive assessment approach has significant advantages in multicultural education and can more accurately reflect the actual effects of teaching strategies (Wong, 2023). This approach not only focuses on students' academic performance, but also considers their cultural backgrounds and social development, contributing to more comprehensive and in-depth assessment results.

Assessing students' cultural understanding is an important component in multicultural education. Effective assessment criteria should include the level of students' knowledge of

different cultures, their respect for and tolerance of cultural differences. Specific methods can be carried out through cultural knowledge tests, cultural project presentations and students' self-assessment. For example, teachers can design test questions about different cultural festivals, traditions and customs to assess students' understanding and mastery of these contents (Doucette et al., 2021). In addition, by engaging students in cultural projects, such as making cultural posters or conducting cultural exchange activities, teachers can further assess their cultural understanding by observing and recording students' performance in practical exercises.

Criteria for assessing social skills should include students' co-operation skills, communication skills, conflict resolution skills and so on. Assessment methods can be carried out through observing students' performance in group activities, interviewing students to understand their social experiences and challenges, and analysing their records of social interactions. For example, teachers can assess students' teamwork and communication skills by observing their interactions in collaborative projects (McKnight et al., 2022). In addition, interviews and questionnaires can help teachers understand students' social situations and abilities in daily life and provide more comprehensive assessment information.

Teachers' cultural sensitivity is an important factor in the success of multicultural education. Methods of assessing teachers' cultural sensitivity may include teacher self-assessment, feedback from students and parents, and classroom observation. For example, teacher self-assessment questionnaires are used to understand teachers' perceptions and attitudes toward different cultures (Lim & Kester, 2023). In addition, feedback from students and parents can provide valuable information to help understand teachers' performance of cultural sensitivity in actual teaching. Classroom observations, on the other hand, can be used to directly assess teachers' level of cultural sensitivity by recording what they say and do in the classroom.

3 Methodology

In this study I used is to explore the impact of multicultural education teaching strategies on educational outcomes in international kindergartens through a systematic literature review. I used a qualitative research methodology, analysing 14 valid pieces of literature, with the research question focusing on how the teaching strategies used by teachers affect the outcomes of multicultural education.

3.1 Research questions and main objectives

The purpose of this study was to explore how teaching strategies for multicultural education in international kindergartens affect educational outcomes through a systematic literature review. The methodology section aims to detail the research plan data collection and analysis

methods to ensure the transparency of the research process and the reliability of the results. A clear research methodology allows us to systematically evaluate the existing literature, distil effective teaching strategies, and provide guidance and optimisation recommendations for future educational practice.

The main question of interest in this study is: how do the teaching strategies teachers use in international kindergartens affect the effectiveness of multicultural education? By answering this question, we hope to fill the gaps in existing research, reveal the actual effects and challenges of multicultural education, and ultimately provide practical strategies and recommendations for educators. The main goal of the study was to explore and evaluate the effectiveness of different teaching strategies to create a more inclusive and understanding learning environment in international kindergartens.

To achieve these goals, this study used a qualitative research methodology to collect data through a literature review. Specific steps included: identifying applicable academic databases and resources; developing keywords and search strategies; initial screening of the literature; assessing the quality of the literature; and documenting and organising the data. Ultimately, 14 valid and highly relevant literature on the topic were selected for analysis. Through the content analysis method, this literature will be deeply dissected to distill teachers' best practices in multicultural education and assess their impact on young children's holistic development. Such methodological design and steps ensure that the findings are scientific and practical.

3.2 Research plan

This study used a qualitative research methodology to explore how multicultural education teaching strategies in international kindergartens affect educational outcomes through a systematic literature review. Qualitative research methods are suitable for exploring complex social phenomena, especially those topics that involve human behaviours, attitudes and experiences (Creswell & Poth, 2018). Literature review as part of qualitative research helps us to gain a comprehensive understanding of the status and challenges of multicultural education by systematically collecting, analysing and integrating existing research findings (Snyder, 2019).

The qualitative research method was chosen because it allows for an in-depth and extensive exploration of teaching and learning strategies in multicultural education in order to discover the factors that have an impact on the efficiency of education. Multicultural education involves a variety of complex factors such as cultural background, social environment, teaching methods, etc., and requires careful qualitative analysis to understand the interactions between these factors (Merriam & Tisdell, 2015). Literature reviews can systematically collate and analyse existing research findings, identify effective teaching

strategies and practices, and provide valuable references for educators (Booth, Sutton, & Papaioannou, 2021).

A literature review has several unique advantages in addressing research questions: firstly, it ensures comprehensiveness and diversity of research by systematically screening and analysing a large body of relevant literature, thus enabling us to gain a comprehensive understanding of the results from different research perspectives and approaches (Gough, Oliver, & Thomas, 2017). Secondly, a literature review allows for the longitudinal integration and comparison of the results of different studies, being easier for us to identify consistencies and differences, helping to identify effective teaching strategies (Suri, 2020). Finally, a literature review can identify gaps and shortcomings in current research, or even research gaps, and point the way for future research. Propose new research questions and hypotheses.

The literature review method I used in this study will not only answer the core question, "How do the teaching strategies used by international kindergarten teachers affect the effectiveness of multicultural education?" It can also collect and analyse existing research findings in a large and systematic way, to summarise and discover more effective teaching strategies and propose efficient solutions to help educators better cope with the challenges in multicultural education (Cooper, 2015).

3.3 Inclusion and exclusion criteria

This study used a systematic literature review method to collect and analyze data from literature related to multicultural education in international kindergartens. To ensure the reliability and scientific validity of the findings, strict inclusion and exclusion criteria were developed. These criteria will help us screen out high-quality and relevant literature and ensure that the collected data fully support the research questions. Figures 1 and 2 below show the inclusion and exclusion criteria respectively.

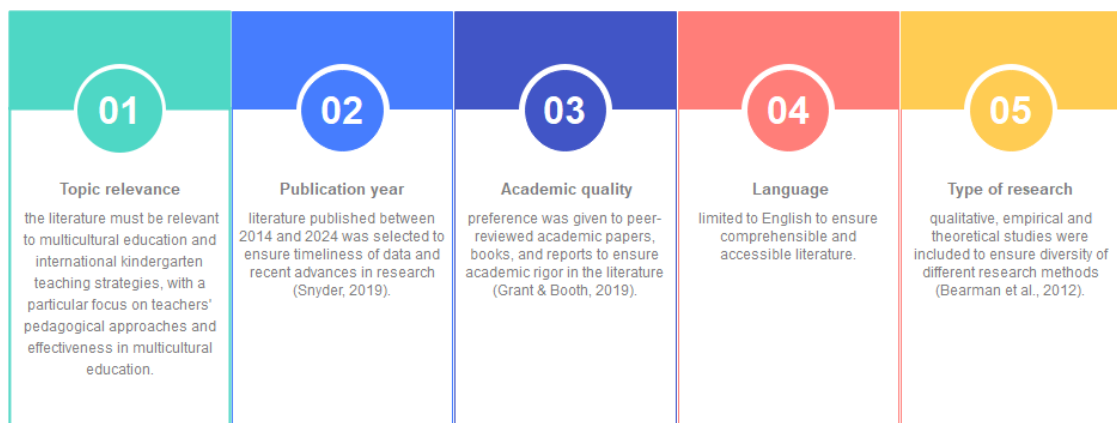


Figure 1: Inclusion criteria

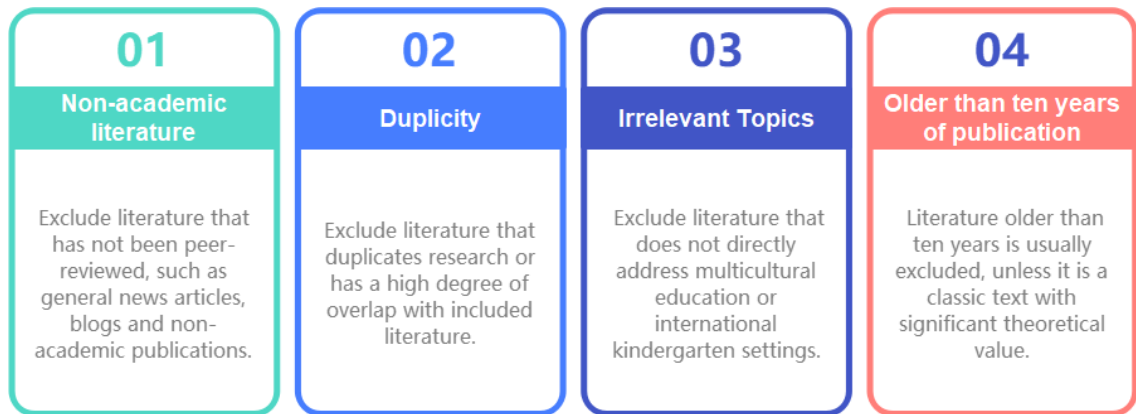


Figure 2: Exclusion criteria

By clarifying these criteria, we can systematically screen and evaluate the literature to ensure that the selected samples are of high reference value to our study. This will not only provide a solid theoretical foundation for the study, but also enhance the reliability and validity of the findings.

3.4 Data collection

During the data collection process, I first identified applicable scholarly databases and resources. These databases included Google Scholar, ERIC, and Web of Science, which contain a large body of scholarly literature on multicultural education and international kindergarten instructional strategies to ensure the diversity and authority of the data sources.

Next, I developed keywords and a search strategy. Keywords included "multicultural education", "international kindergarten", "teaching strategies", "cultural diversity", "education", and "education"., "educational effectiveness", etc. This approach enabled me to find as much relevant literature as possible.

Then came the initial screening of the literature, where I firstly screened the literature based on titles and abstracts to exclude literature that was clearly irrelevant (Creswell & Poth, 2016). By reading the titles and abstracts, I quickly identified the literature I wanted to be relevant and excluded those that did not fit my research topic. Next, based on the inclusion and exclusion criteria, we further screened the literature to ensure the relevance and academic quality of the selected literature. These initially screened literatures will be read in full to assess the credibility of their research methodology, data quality and conclusions (Merriam & Tisdell, 2015).

Finally in terms of recording and organising the data, I used literature management software (Mendeley) to record and organise my selected literature. These tools helped us to manage the literature efficiently by ensuring that the details of each literature (e.g., authors, year of

publication, research methodology, main conclusions, etc.) were clearly recorded for subsequent analyses (Gough, Oliver, & Thomas, 2017).

3.5 Data analysis

This study collected a large amount of data from the literature on multicultural education in international kindergartens through a systematic literature review method. To gain a deeper understanding and assessment of this data, I used a content analysis approach. Content analysis methodology is a qualitative research approach that aims to identify key themes and patterns in textual data by systematically coding and categorising them (Krippendorff, 2018). In other words, I read all the collected relevant literature piece by piece to identify the key messages related to the research questions and categorise them systematically. Table 1 below lists seven examples of data analyses from 14 documents, and due to space constraints, I will include a list of citations from 14 key documents in Appendix 1 and a table containing data analyses from five documents as examples in Appendix 2.

In the analysis process, a content analysis approach was used and combined with a thematic analysis framework to systematically process and interpret the data. Thematic analysis is a method commonly used in qualitative research to help researchers identify, analyse and report patterns in data. Figure 3 below shows the specific analysis process:

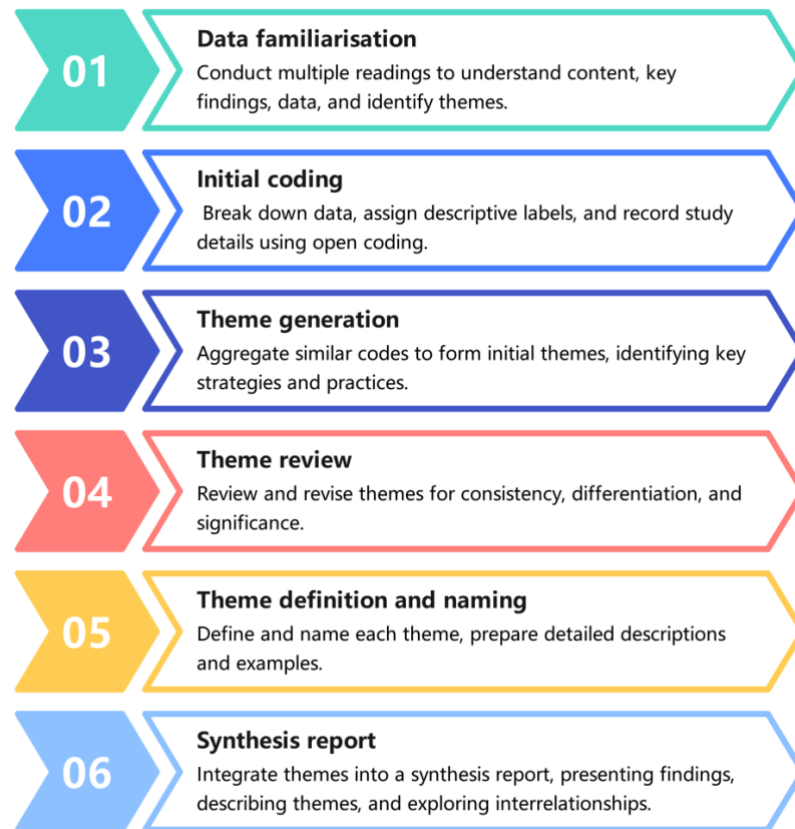


Figure 3: The specific analysis process

During the data analysis process, I began by reading the collected literature multiple times to ensure that I fully understood the content and key findings of each piece of literature (Creswell & Poth, 2016). Next, I began preliminary coding by breaking down the data into meaningful units and assigning short descriptive labels to each unit (Saldaña, 2021). I then marked the documents with similar content literature with the same colour. I then reviewed and revised the preliminary themes to ensure that each theme was internally consistent and externally distinct (Nowell et al., 2017). Finally, I integrated all themes into a comprehensive table that systematically presented and documented research findings with attention to their interrelationships and overall patterns to obtain a holistic view of effective instructional strategies in multicultural education.

4 Research findings

Teachers' instructional strategies have a significant impact on children's learning and social development in multicultural educational settings. The following sections explore in detail the specific impact of three major teaching strategies, namely interactive teaching,

culturally sensitive teaching and contextualised teaching, as well as the importance of teacher efficacy on teaching and learning outcomes.

4.1 Impact of interactive teaching and learning

Interactive teaching strategies are effective in enhancing children's engagement through activities such as group discussion and co-operative learning. According to Wong (2023), in an international kindergarten in Hong Kong, children's engagement and learning were significantly enhanced through group discussion and co-operative learning. The interactive activities not only helped children to better understand the curriculum content, but also developed their ability to co-operate with classmates from different cultural backgrounds, which helped to enhance their social skills and cross-cultural understanding.

According to Banks (2014), interactive teaching promotes cultural exchange and understanding among children and enhances their social skills and cultural identity. Through interactive teaching, children can learn from each other and share their cultural backgrounds and experiences in a diverse environment. For example, teachers designed group projects for children to explore festivals and traditions of different cultures, which facilitated communication and cooperation among them and enhanced their teamwork skills and cultural sensitivity. These findings suggest that interactive teaching strategies not only enhance students' learning abilities, but also promote their overall development, which directly affects teaching and learning outcomes.

4.2 Impact of culturally sensitive teaching

Culturally sensitive teaching strategies help children to understand and respect the cultures of others by incorporating content from different cultural backgrounds. Doucette et al. (2021) emphasise that by designing lessons with multicultural content, teachers can expose children to the histories, values, and traditions of different cultures, fostering their cultural inclusiveness and global perspective. This strategy not only improves children's understanding and tolerance of other cultures, but also enhances their motivation and self-confidence in learning.

However, challenges may be faced when implementing culturally sensitive teaching, such as teachers' own cultural biases and inadequate resources (Lim and Kester, 2023). To overcome these barriers, teachers need to receive professional training to enhance their understanding and awareness of different cultures. At the same time, schools should provide the necessary resources and support to help teachers better implement culturally sensitive teaching strategies. These measures will help teachers to use culturally sensitive teaching strategies more effectively, which will directly enhance the effectiveness of teaching and learning.

4.3 Impact of contextualized teaching

Contextual teaching enables children to understand different cultures more intuitively through practical examples and realistic situations. This method of teaching helps children to acquire knowledge and skills by simulating real-life situations. Lim and Kester's (2023) study showed that the use of contextualised teaching strategies can significantly improve children's cultural understanding and social skills. In multicultural classrooms, contextualised teaching provides rich learning experiences that enable children to apply what they have learned in real-life situations, enhancing their intercultural communication and problem-solving skills.

For example, teachers can simulate daily life situations and allow children to experience the uniqueness of different cultures through role-playing. This approach not only deepens children's understanding of different cultures, but also enhances their language expression skills and teamwork. These practical activities have a direct impact on students' learning outcomes and enhance their adaptability and overall quality in a multicultural environment.

4.4 Impact of teacher effectiveness on teaching and learning outcomes

Teacher efficacy, including teachers' professional competence and cultural sensitivity, has a significant impact on teaching and learning outcomes. Marzano's (2015) study showed that highly effective teachers significantly enhanced children's learning abilities and social skills. Banks (2014) also supported this view, emphasising that teachers' cultural sensitivity and teaching methods directly affect children's learning outcomes. Highly effective teachers are not only able to design teaching strategies that are appropriate for multicultural classrooms, but also have the flexibility to deal with the various cultural conflicts and challenges that arise in the daily lives of young children in kindergarten.

To improve teacher effectiveness, McKnight et al. (2022) suggest that teachers' cultural sensitivity and teaching skills be enhanced through professional development training. For example, cultural sensitivity workshops, intercultural communication activities, and ongoing professional development programmes can help teachers better respond to changing educational needs. These training and support measures have a direct impact on teachers' teaching effectiveness and enhance children's learning outcomes.

5 Discussion

There is limited research on "whether teachers' instructional strategies in international kindergartens affect teaching and learning outcomes". In response to the call for in-depth research on this topic to clarify the specific effects of interactive, culturally sensitive, and contextualized teaching in multicultural environments, this study utilized a qualitative

approach, collecting data primarily through a literature review. Through these methods, we were able to gain a comprehensive understanding of the actual effects of different teaching strategies applied by teachers in multicultural settings. In addition, we examined how teachers' cultural sensitivity and professional competence affect students' academic achievement and social skills. My findings suggest that these teaching strategies have significant effects in enhancing students' academic performance and intercultural understanding, and that teacher efficacy plays a key role in multicultural education (Banks, 2014).

5.1 Core finding-teacher effectiveness has a significant impact on teaching effectiveness

The central finding of this study is that teacher efficacy has a significant impact on teaching and learning outcomes in multicultural educational settings. Specifically, teachers' cultural sensitivity and professional competence play a key role in promoting students' academic achievement and social skills. This finding corroborates our hypothesis that highly effective teachers are better able to meet the challenges in multicultural classrooms and enhance students' overall development.

First, research findings show that teachers' cultural sensitivity directly affects students' understanding of and respect for different cultures. In a multicultural educational setting, teachers need to possess high cultural sensitivity to effectively incorporate multicultural content in the classroom. Culturally sensitive teachers were able to significantly enhance students' cultural understanding and socialization skills through interactive and contextual teaching strategies. Consistent with our study, Doucette et al. (2021) noted that teachers with high cultural sensitivity can create an inclusive and respectful learning environment in multicultural classrooms that promotes students' intercultural understanding and collaboration skills.

In addition, research has found that teachers' professional competence has a significant impact on students' academic performance. Banks' (2014) study showed that highly effective teachers were able to enhance students' motivation and academic performance through flexible teaching strategies and classroom management. This is further supported by our study, which found that teachers with good instructional strategies can respond effectively to cultural diversity in the classroom and meet the learning needs of diverse students, thereby significantly improving students' academic performance. This finding is highly effective teachers can enhance overall teaching and learning outcomes through scientific instructional design and effective classroom management.

The findings of this study have important implications for the entire field of multicultural education. First, it emphasizes the importance of teacher professional development and cultural sensitivity training. Teachers need to continually improve their cultural

understanding and pedagogical skills to adapt to an increasingly diverse educational environment. Teachers' cultural sensitivity and professional competence are key factors in enhancing the quality of multicultural education. By enhancing teacher training and providing the necessary support, educational institutions can significantly improve teacher effectiveness and promote the holistic development of students.

Secondly, the findings of the study show that strategies such as interactive teaching, culturally sensitive teaching and contextualized teaching have significant effects in multicultural education. Teachers should actively employ these teaching strategies to create an inclusive and interactive learning environment that promotes students' intercultural understanding and collaboration skills. As Wong's (2023) study showed, through interactive and contextualized teaching, teachers were able to significantly enhance students' motivation and cultural understanding.

In summary, this study not only validates the importance of high-performance teachers for multicultural education, but also provides valuable guidance for future educational practices. By enhancing teachers' cultural sensitivity and professional competence, educational institutions can better support students' academic progress and social growth and promote the overall development of multicultural education.

5.2 Limitations and future research directions

The present study made some important findings in exploring the impact of teachers' cultural sensitivity on young children's overall development, but it also had several limitations. First, this study relied primarily on qualitative data and lacked large-scale quantitative analysis, which may affect the generalizability of the results (Doucette et al., 2021). Future studies should consider a mixed research approach that combines quantitative and qualitative data to obtain more comprehensive conclusions.

Second, the sample in this study was drawn from kindergartens in a specific region and may not be representative of other regions or cultural contexts. Future studies should expand the sample to cover kindergartens in different geographical and cultural contexts to verify the applicability of the results. In addition, the measurement of teachers' cultural sensitivity may be influenced by subjective evaluations, and future research could develop and use more objective measurement tools.

Finally, this study focused primarily on the impact of teachers' cultural sensitivity on young children's development without delving into other potentially important factors such as home environment, school resources, and young children's own individual differences. Future research should synthesize these factors and explore how they interact with each other to influence young children's development.

In conclusion, although this study revealed the important role of teacher cultural sensitivity in multicultural education, its limitations suggest the need to further explore this area. Future research should take a more comprehensive approach and consider more variables to gain a deeper understanding of the complex effects of teacher cultural sensitivity on the holistic development of young children (Wong, 2023).

6 Research ethics and reliability

In conducting this study, although the literature review did not involve direct human involvement or data collection, certain ethical guidelines needed to be adhered to. Firstly, all literature cited and used came from publicly available scholarly resources such as peer-reviewed journals, academic books, and publicly available academic databases. These resources are legally and publicly available and do not involve any private or sensitive information. We ensure that all literature is used and cited in accordance with academic standards, respecting the intellectual property rights of the original authors and citing all references correctly, avoiding any form of plagiarism or improper citation.

In the process of data screening and analysis, we strictly adhere to academic ethics to ensure that we do not distort or misuse the original literature in any way. All literature screening criteria, data analysis methods and findings were transparently documented to ensure the openness and transparency of the research process. In addition, we focused on maintaining objectivity and neutrality in the literature review, without personal bias, and presenting the existing research results as comprehensively and as possible.

To ensure the reliability of this study, we have taken a series of measures to ensure the accuracy of the data and the scientificity of the analysis process. First, during the literature screening process, we used clear inclusion and exclusion criteria to ensure the relevance and quality of the selected literature. These criteria included topic relevance, year of publication, academic quality, language and type of study to ensure that the selected literature provided strong support for the research questions.

Secondly, we used a systematic content analysis approach and thematic analysis framework during data analysis. These methods helped us identify and analyse key themes and patterns in the literature through systematic coding and classification. We maintained strict consistency and transparency throughout the analysis process, and all coding and classification steps were documented in detail and reviewed and revised multiple times to ensure the accuracy and reliability of each step.

For data management, we used literature management software (e.g. EndNote, Zotero or Mendeley) to record and organise all citations. These tools not only helped us to manage the

large amount of literature efficiently, but also ensured the accuracy and consistency of citations. By assigning a unique number to each piece of literature, we were able to easily trace and cite each study to avoid omissions or confusion.

In addition, we focused on a cross-validation approach in our literature review to ensure that our conclusions were broadly supported and credible by comparing findings from different sources. This approach not only enhances the reliability of the findings, but also helps us identify consistencies and discrepancies across different research perspectives, providing a more comprehensive and diverse viewpoint for our analyses.

In terms of ensuring the transparency of the research process, we recorded in detail the operational methods and decision-making rationale of each step to ensure the openness and repeatability of the research process. This transparency not only increases the credibility of the study, but also provides a basis for other researchers to refer to and learn from. All research processes and results have been repeatedly verified and reviewed to ensure that each conclusion has a solid basis and support.

To further enhance the reliability of the study, we also referred to a variety of academic resources and authoritative literature to ensure that the data cited and analysed were of high credibility and academic value. This diversity of literature sources not only enhanced the breadth of the findings, but also ensured the scientific validity and reliability of the analysed conclusions.

In conclusion, by strictly adhering to ethical guidelines and adopting a systematic analytical approach, this study provided an in-depth analysis of teaching strategies in multicultural education in international kindergartens based on the assurance of academic integrity and scientific validity. Our entire research process from literature collection, screening, analysis to conclusion followed strict ethical and reliability standards to ensure the comprehensiveness and credibility of the study. This not only ensures the reliability and validity of this study, but also provides a solid foundation and reference for future related studies.

7 Conclusion

This study shows that teacher efficacy has a significant impact on young children's development in a multicultural educational setting. Teachers' cultural sensitivity and professional competence also played a key role in promoting social skills and intercultural understanding in young children. I also found that specific teaching strategies, such as interactive and contextualised teaching, have an impact on young children's cognitive and social skills development.

My research question was whether multicultural teaching strategies directly affect teaching effectiveness. Through detailed analysis and data collection, I found that specific strategies such as interactive and contextualised teaching do have a direct impact on young children's cognitive and social skills development. Typically, these strategies are accomplished through collaborative learning between partners in small groups in kindergarten. Thus, the data clearly indicate that multicultural teaching strategies can significantly improve the educational outcomes of young children.

During my research, I collected 14 pieces of relevant literature on early childhood education and analysed the impact of teachers' cultural sensitivity and professional competence on young children's development. Through comparisons between different teaching strategies, I identified classrooms that used interactive and contextualised instruction in which young children demonstrated higher levels of progress in cognitive and social skills. This finding confirms the direct impact of multicultural teaching strategies.

For future research, I hope to validate these results on a larger scale by combining samples from different cultural backgrounds to gain a deeper understanding of the universality and specificity of teacher efficacy in global multicultural education. For example, I would like to uncover similarities and differences in teacher efficacy across cultural contexts through cross-national comparative studies to inform educational practice more broadly in more countries and regions. In addition, a longitudinal study can be conducted to track the changes in teachers' cultural sensitivity and its impact on the long-term development of young children, so that a more comprehensive theoretical support can be obtained.

In terms of educational policy, this study highlights the importance of teacher training, particularly in the areas of cultural sensitivity and professional competence. By training early childhood teachers in professional development, thus making it possible to support teachers in multicultural classrooms so that the holistic development of young children can be promoted.

Although this study has made some important findings in exploring the impact of teacher efficacy on young children's overall development, there are some limitations. Our sample included only kindergartens in specific districts and caution should be exercised when generalising to other samples. Therefore, future research needs to explore whether these findings can be replicated in more diverse student populations. While our results are promising, further research is needed in several areas, including longitudinal studies that track the effects of teacher efficacy on young children's long-term development. Through these endeavours, we will gain a deeper understanding of the role of teacher cultural sensitivity and professional competence in diverse educational settings, thereby informing global educational practice more broadly.

Overall, this study theoretically enriches the research literature on multicultural education and teacher efficacy, suggests new research directions, and provides a solid foundation for future research. These contributions not only help to deepen the academic understanding of multicultural education, but also provide valuable theoretical support for educational practice.

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Appendix 1: A list of 14 research data

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Appendix 2: A table of data analysis from 14 research

ITEM	Authors	Methods	Findings
1	Khalifaoui, A., García-Carrión, R. & Villardón- Gallego, L., 2021.	Qualitative research method	In multicultural early childhood settings, children's relationships with teachers and their peers shape the classroom climate, and a positive classroom climate is essential for increasing children's participation, which in turn leads to better teaching and learning outcomes.
2	Escayg, K. A., 2019.	Qualitative analysis methods, literature review and theoretical analysis	Anti-bias curricula have a positive impact in teaching young children to identify and confront racial prejudice.
3	Syrtlanova, N., Shafikova, G., Shabaeva, G., Valeeva, L., Syrtlanova, N., & Valeeva, L., 2019.	Qualitative research method	Research has shown that the professional competence of kindergarten teachers can be effectively improved through a modern multicultural education model that promotes the development of multicultural trends in preschool children.

4	Ai, J., Zhang, J., Horn, E., Liu, H., Huang, J., & Ma, Y., 2022.	Quantitative analysis method	Teachers trained in special education or inclusive education showed more positive attitudes on all three dimensions: cognitive, affective and behavioural.
5	Navarro-Montaño, M. J., López-Martínez, A., & Rodríguez-Gallego, M., 2021.	Qualitative research method	Teacher training should be aligned with educational inclusion to ensure that teachers are equipped to implement inclusive education.
6	Yetti, E., Syarah, E. S., Sari, K. M., Oktarini, S., Nurdiyana, T., & Puspawati, G. M. A., 2023.	Qualitative research method	The study emphasises the importance of teachers' understanding of how multicultural education can be implemented in engaging and creative forms (e.g. educational dance) in order to inculcate multiculturalism in children.
7	Ackah-Jnr, F. R., 2020.	Qualitative research method, interpretive exploration case study method	The study identified the need for teachers to enhance their capacity for inclusive education through a wide range of professional development activities and recommended that these activities be improved and supported to overcome existing challenges and

			promote holistic teacher development.
8	Macià-Gual, A., & Domingo-Peñafiel, L., 2021.	Qualitative research methods, literature review	The Montessori Education Principles were found to be effective in meeting society's needs for early childhood education and in promoting the holistic development of the child by emphasising a high-quality environment and good teacher training. These key factors work together to provide a positive early childhood education experience.
9	Abdullah, M. N. L. Y., & Abdullah, A. C. (2018).	Quantitative research method	The study found that despite preschool teachers' positive attitudes towards multicultural education training, there were significant differences and misconceptions in understanding and application, and that current teacher training programmes need to be improved to enhance their inclusiveness and effectiveness.

10	Chen, X. (2015).	Qualitative practice research methods.	Research has found that preschool children show positive responses to multicultural picture books with diverse themes and are able to understand the diversity presented in the books. The study also suggests that early exposure to high-quality multicultural literature can influence children's views of the world and promote their understanding of self and others.
11	Cheng, C. C., & Cheng, S. S., 2023.	Quantitative research method	Research has shown that the implementation of the New Curriculum Framework (ECECCF) contributes to the quality of early childhood education, promotes children's development in key competencies and academic learning, and provides educators with effective guidelines to improve teaching and learning practices.
12	Ison, M. S., González, D. F., & Korzeniowski, C. G., 2020.	Quantitative research method	The results of the study show that the implementation of the programme by early childhood teachers improves the social-cognitive skills of children from different social backgrounds, while at the same time creating conditions for equal opportunities and learning benefits for all children.

13	Vural, D., Pişkin, N. B., & Durmuşoğlu, M. C., 2021.	Qualitative research method	The study found that multicultural teachers face multiple challenges in the areas of classroom management, educational resources, professional competence, family cooperation, management support, and interdisciplinary support, particularly in inclusive education, and that more systematic and comprehensive improvements are needed.
14	Suri, D., & Chandra, D., 2021.	Qualitative research method	Research has shown that multicultural early childhood teachers need to have a clear vision and goals to promote multicultural education. Early childhood education must provide all children and members of the school community with knowledge that helps to develop attitudes and behaviours.