

Exploring Teacher Attitudes Toward Multicultural Education: A Conceptual Review of Implications for Culturally Responsive and Community-Engaged Pedagogical Choices

Zia Pochkhanawala, *Baylor University*, zia_pochkhanawala1@baylor.edu

Justina A. Ogodo, *Baylor University*

Abstract

Multicultural education is necessary in a rapidly evolving and interconnected world because it provides a powerful tool for inclusivity as classrooms become increasingly culturally, racially, and socioeconomically diverse. However, due to some limitations, a significant gap exists between theoretical knowledge of multicultural education and its practical implementation in classroom settings. This conceptual literature review examines how teachers' attitudes toward multicultural education shape their pedagogy and choice of instructional materials. By unpacking teachers' attitudes, cultural biases, and personal beliefs, this paper examines their critical role in curriculum development and inclusivity within educational settings. Based on the findings, the authors propose a framework integrating culturally responsive teaching, inclusive, equity-driven practices for teacher preparation programs, and curriculum development to enhance new teachers' multicultural knowledge. By identifying new teachers' limitations and leveraging the practical pedagogical approaches proposed in this paper, preparation programs can effectively equip new teachers to create inclusive curriculums to support students from diverse backgrounds. Furthermore, examining critical reflection, a corner piece of this Teacher Transformative Attitude Framework will inform their choice of curriculum materials for classroom practice. Lastly, future research directions are also suggested.

Key Words

teacher attitudes, multicultural education, community engagement, culturally relevant pedagogy, culturally responsive teaching, and cultural competency

Preferred citation

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T Teachers' pedagogical choices have far-reaching implications for students' engagement, growth, and empowerment. With the rapid rate of globalization, there is an exponential growth of diversity within student and faculty communities in educational institutes.

While diversity enriches all learning environments and leads to holistic learning, it can present significant challenges in teachers' teaching and students' learning. Because of the disparity between teachers and students, inequities may be reinforced through unconscious biases, personal

beliefs, and culturally misaligned practices that could hinder students' learning and achievement (Banks & Banks, 2019; Gay, 2018; Khalifa et al., 2016). Khalifa et al. (2016) observed that teachers do not have an innate capability of being culturally responsive, and many are not exposed to culturally relevant or responsive education during their teacher preparation. Many reasons account for the lack of exposure; however, one is the misconception surrounding the necessity of equipping teachers with the knowledge base for multicultural education in diversified school settings. For example, studies show a common misconception that diversity and inclusion training is only meant for institutions catering to such communities and does not consider the growing differences between teachers and students in a changing education landscape (Khalifa et al., 2016).

This conceptual literature review examines how new teachers' attitudes, biases, and beliefs toward multicultural education can shape their pedagogy and choice of instructional materials. The paper discusses existing literature on multicultural education and how it has informed teacher preparation and knowledge development. It also aims to bridge the gap between the theoretical knowledge teachers gain from teacher preparation programs and their praxis, primarily through community engagement. To effectively address this gap, the authors propose a Teacher Transformative Attitude Framework that integrates culturally responsive teaching and inclusive, equity-driven practices to enhance how new teachers are prepared to be multiculturally adept and inclusion-ready to enter a diverse classroom. This framework will equip teachers to meet the needs of increasingly diverse classrooms.

Conceptual Underpinnings

This conceptual paper was informed mainly by the seminal works of scholars such as Banks (2004, 2019), Ladson-Billings (2014, 2021, 2022), and Gay (2010), who have all influenced discourses on various aspects of multicultural

education. Banks' (2019) work in multicultural education emphasizes the need to address the growing spectrum of diverse learners, noting how the "demographic, social, and economic trends have important implications for teaching and learning in today's schools" (p. iv). He observed the cultural, racial, and linguistic disparity between students and teachers. He surmised that future educators must "acquire the concepts, paradigms, and explanations needed to become effective practitioners in culturally, racially, and linguistically diverse classrooms and schools" (p. iv).

Similarly, Ladson-Billings (2014, 2021, 2022) noted that culturally diverse students were not presented with relevant education that made learning meaningful, resulting in an academic achievement gap for racially and linguistically different learners. She decried the lack of acknowledgment of the wealth of knowledge students bring to the classroom that informs their learning styles and the fact that educating culturally and linguistically diverse students must have one crucial variable: relevant pedagogy. Ladson-Billings (2014) believes that educators must understand the broad scope of pedagogy and its role in creating a more efficacious learning experience for students, especially in diversified settings. She validates the necessity of understanding issues in multicultural education and the importance of attitudinal changes in differentiated and inclusive teaching and learning. Recognizing many educators' limitations, she illuminates the inherent problem this conceptual literature review aims to address. Scholars and practitioners have shared Ladson-Billings' (2021) frustration with the snowball effects of her theory. The issue, as she rightly points out, is cyclic. Educational institutions, teacher preparation programs, and invariably teachers are caught in the vicious cycle of misunderstanding, misperceiving, misrepresenting, and misusing the core tenets of cultural relevancy and multiculturalism – resulting in teachers struggling to implement the theory into practice. Culturally

relevant knowledge enhances students' academic achievement and promotes teachers' cultural competence development and the sociopolitical consciousness of pedagogical equity (Ladson-Billings, 2014).

Extending the discourse, Gay (2010) emphasized culturally responsive teaching, enumerating how teachers can become more responsive to their students' learning needs. Eurocentrism is deeply embedded in the roots of education in the Western world, and despite rapid societal evolution, it has yet to keep up and align with global changes. Gay (2018) observed the "attitude of cultural blindness" (p. 28) as one of the most significant contributors curtailing the evolution of education in tandem with the changing times. Gay (2018) cautioned that the attitude toward equality within education can be misleading when some believe cultural perspectives should remain outside the learning space and detrimental to education. Proponents of inclusivity, such as Rychly and Graves (2012), agree and emphasize the importance of incorporating cultural backgrounds, perspectives, and socio-contextual experiences in teaching practices and pedagogies. By embracing students' cultural knowledge, prior experiences, and learning styles, teachers legitimize students' existing knowledge. Therefore, responsive teaching means embracing learners' sociocultural realities and histories through pedagogical practices.

While these foundational scholarly works have helped shape discourses on multicultural education and continue to inform research, they also highlight the persistent challenges in translating multicultural principles into effective teaching practices. Meanwhile, higher education fails to provide a practical curriculum that embraces these narratives to guide new teachers entering K-12 settings, thus accentuating the urgency of such research.

Problem Statement

Teacher content knowledge or subject-matter expertise is critical to effective teaching and curriculum implementation (Mafa-Theledi, 2024). However, understanding how teachers' cultural backgrounds influence teaching is essential (Banks, 2015). Although multicultural education is taught in many institutions of higher learning, teachers are not culturally divergent from their beliefs/paradigms, cultural biases, and personal assumptions (Gay, 2018). These existing structural schemas influence teachers' instructional approaches and choice of material and perpetuate norms that counter responsive teaching in a diversified classroom (Boutyline & Soter, 2021). This conceptual paper explores how teacher preparation programs can provide new teachers with transformative attitudes toward culturally responsive and inclusive equity-focused instructional choices. The authors propose a theoretical model that tackles two key issues: First, it emphasizes the necessity of offering educators opportunities to explore how their own cultural heritage shapes their subject matter expertise, pedagogical choices, and student achievement. Second, it examines how teacher education programs can leverage the transformative attitudes framework to alter prospective teachers' perspectives on multicultural education by implementing community-centered teaching methods. There is a dire need to address the gap between the theoretical understanding of multicultural education and its practical application. The authors propose the Teacher Transformative Attitude Framework as a conceptual model for teachers to align their attitudes toward multicultural education with the community's needs.

Literature Review

Evolution of Multicultural Education

The concept of multiculturalism defies a simple definition due to its continual evolution. Researchers have proffered various definitions

depending on their work, timing, and cultural contexts. Also, the evolution of multiculturalism dates back centuries. For example, studies indicate that although multiculturalism was evident, America existed as a monocultural system despite the presence of Indigenous people, the American Indians, African Americans who were enslaved, and other subgroups (Akkari & Radhouane, 2022). The country has remained a monocultural system favoring the Anglo and European settlers over the years, regardless of the growth due to global migration and interactions of diverse groups with one another. This monoculturalism has permeated all facets of life, especially education. As Akkari and Radhouane (2022) noted, “monocultural custom in the school setting was unsympathetic to cultural diversity” (p. 63), and the foundational structures established by the founding fathers entrenched the Eurocentric dominance “upon which successive waves of immigrants had to integrate and assimilate” (p. 65). These structures have been ingrained in the country’s social, economic, and political life and continue to impact teaching and learning. With the increasing cultural diversity since the 1970s came inter-cultural groups and intercultural education (Gube, 2023). However, the structures required newcomers to adapt and be assimilated into existing frameworks regardless of who they were or how they identified. America continues to be more culturally pluralistic than monolithic.

Contemporary Role of Multicultural Education

Contemporary multicultural education must address the realities of an increasingly globalized world. While diversity encompasses more than just race, ethnicity, and culture and includes gender, sexual orientation, learning difficulties, and numerous other aspects, it is essential to go beyond traditional frameworks that were rightly founded on breaking oppressive cycles and delve further into the complexities created by globalization. There is a greater need to enhance teachers' intercultural interactions through community engagement and immersive

learning experiences beyond multicultural education awareness, which embraces pluralism. Educational practices must provide inclusive knowledge bases that prepare students for societal engagement. The need to foster diverse and inclusive knowledge bases that prepare students for societal intercultural interactions has never been more crucial. Acquiring multicultural competence reduces stereotypes and prejudices as representative groups from different cultures interact (Vasilyeva et al., 2022). Sadly, not every institution of higher learning promotes multicultural education. However, those who embrace multiculturalism recognize that societal and cultural pluralism provides opportunities for inclusive and equitable learning so their students can cross cultural borders as they interact with other members of society. Therefore, understanding the role of culture in education is essential.

Culture and Education

Culture shapes and reflects individuals' lives, experiences, and worldviews, influencing their educational journeys, including the approaches to teaching and learning (Ogodo, 2022). This dynamic interplay between cultural background and educational practices impacts how knowledge is transmitted, received, and interpreted within diverse learning environments (Ogodo, 2024). According to Gay (1993), teachers and students “live in different existential worlds” (p.287), thus explaining the disparities between their cultural contexts and understanding, and Yuan’s (2018) literature indicates why such a hurdle impedes teachers’ ability to foster a truly inclusive classroom.

Culture is also dynamic and complex, making it challenging to operationalize but still mobilize human society. Akkari and Radhouane (2022) observed that culture constantly transforms individuals through internal dynamics and indispensable interactions with other cultures. While culture gives meaning to individuals' and groups' lives, due to increasing mobility and globalization, cultural diversity is

fraught with challenges of Eurocentrism and monolithic ideologies that do not recognize the changing demographic landscapes across schools in the United States. Because culture plays a pivotal role in shaping classroom instruction and student learning, it is necessary to examine how it can contribute to learning gaps if not addressed (Ladson-Billings, 2005; Robinson, 2021) and how the teachers' cultural backgrounds dictate their instructional choices (Soleimani, 2020), and the influence of personal beliefs/paradigms, biases, assumptions, and norms on their pedagogical styles and practices (Robinson, 2021).

Culture and the Community

Gatekeepers, such as parents within the community, are crucial in developing students' cultural capital and influencing teaching practices (Eryilmaz & Sandoval-Hernandez, 2021). Their influence facilitates experiential learning, thereby equipping teachers with the opportunity to bridge the gap between traditional norms and practices. A teacher's acuity lies in extracting funds of knowledge that students bring to the classroom from their community into contextually relevant learning (Moll, 2019). Culturally relevant practices that align with the community enhance students' cultural identities and what teachers and their peers acquire from that knowledge (Ogodo, 2022, 2024). Techniques to scaffold these cultural experiences within teaching practices and pedagogical choices transcend the theoretical from textbook and "telling" to actual experiences. Teachers need community engagement and immersive application mitigated by a teacher's belief system, perception, and attitude.

Responsive Community-Based Pedagogical Choices

Integrating experiential and community-based learning is essential to foster cultural competence within teachers. Ferrarini (2023) proclaims that community-based engagement and learning enhance teachers' awareness and conception of diversity and inclusion. This, in turn,

encourages them to adopt more inclusive practices within their own classrooms. The comparative case study analyzed innovative mechanisms of integration that ranged from participation in cultural traditions such as "dancing, weaving and cooking" (p. 47) to sharing of religious, cultural, and historical knowledge. Ferrarini (2023) found that the experiences were critical in building awareness, which motivates teachers to be proactive in implementing inclusive practices within multicultural classrooms. Ogodo's (2022) study highlights how an immersive urban teaching curriculum, wherein teachers engage in the community through various culturally immersive activities, can potentially become a transformative experience for preformed notions. Findings from the study indicated that such experiences are pivotal in reducing cultural isolation and enhancing self-efficacy in culturally responsive teaching practices. Hamilton and Margot's (2019) study highlights the importance of "third spaces" in teacher preparatory programs. These "third spaces" encourage incorporating one's cultural experiences with educational understanding while providing opportunities to integrate community-based experiences with in-class theoretical knowledge. Working with local organizations, community partners, and faculty-peer networks exemplifies how culturally meaningful engagements can be enhanced. In addition to building cultural knowledge, these initiatives help develop relational skills, build trust and rapport, and facilitate effective communication with students' families and community leaders (Harfitt, 2018). Using immersive experiences allows multicultural education to transcend the classrooms, underscoring the importance of embedding community-engaged teaching practices to develop authentic, culturally relevant, and responsive teaching pedagogies and practices.

Teacher Attitudes and Multicultural Education

Attitudes are the perceptions, feelings, evaluations, or behavioral predispositions towards individuals, groups, objects, and situations (Vargas-Sánchez et al., 2016). Humans generally evaluate others or situations through thoughts, ideas, perceptions, emotions learned and modeled, and encultured in different settings (Janakiraman et al., 2019). Thus, teachers' beliefs about diversity can reflect the measure of their attitudes (Liu et al., 2021). In addition, studies indicate that teacher attitudes stemming from their cultural and personal ethos impact their work within the multicultural space (Debnam et al., 2015; Liu et al., 2021; Robinson, 2021).

Multicultural education provides a continuous transformative process of equal opportunities for all students to learn and feel empowered regardless of their cultural, ethnic, racial, socioeconomic, or gender-identified background (Banks, 1993; Banks & Banks, 2019). Gay (2018) explained that multicultural education is more than just the 'who' present within an educational environment but the 'what' and 'how' of the environment. She surmised that nurturing who is present, what is relevant, and how to respond unbiasedly demands attitudinal shifts. Studies indicate that teacher attitudes toward multicultural education are reflected in their curricula development and implementation (Robinson, 2021), self-efficacy within a multicultural classroom (Debnam et al., 2015), and classroom engagement (Liu et al., 2021). Other studies confirm that teacher attitudes determine how teaching and learning will occur in a classroom (Soner & Erdoğan, 2020) and how attitudes shape teachers' practices and impact student outcomes and holistic development (Robinson, 2021). Lastly, Khanolainen and colleagues (2024) demonstrated that negative attitudes toward multicultural education, curriculum, and pedagogical choices can prevent the creation of safe learning spaces for students. These studies emphasize the necessity of examining how attitudes impact learners and impede the learning process.

Teacher Preparation and Transformative Attitude

Research on teacher preparation and attitude transformation has used different lenses to approach the subject. For example, Debnam et al. (2015) stipulate that teachers' attitudes and self-efficacy are crucial to effective multicultural learning, providing a linear relationship between self-efficacy and attitudes. On the other hand, Robinson (2021) examined teachers' perceptions of a curriculum and its reflections on multiculturalism, finding that the school's ethos plays an essential role in forming students' attitudes, While Kuppens et al. (2019) noted that attitudes are based on cultural dimensions, and are the tenets of individualism-collectivism, such as unity over diversity and community over individuality. These play a critical role in teachers' attitudes toward multicultural education. According to Boutyline and Soter (2021), humans rely on their cultural schema to inform how they perceive their environment and interact with others. Therefore, cultural schemas are bound to impact curriculum development and teaching and learning processes in educational contexts. Teachers as learners are influenced by their cultural background, experiences, sociocultural contexts, and cultural dimensions, which impact their thinking and decision-making (Soltwisch et al., 2023). Because previous learning experiences inform teaching approaches, philosophies, and attitudes (Hecht & Kahrens, 2021), and these are dynamic and susceptible to change, education plays a pivotal role in that process (Gürsoy, 2016). Hence, an appropriate curriculum is needed to address the existing schematic structures in preparing teachers for the classroom.

Another aspect that dictates classroom expectations is cultural orientation based on how teachers learn. This orientation can impede students' success, especially those with differing cultural backgrounds and learning styles (Bennett, 2019). Therefore, teaching in multicultural classrooms requires teachers to know their

students' cultural backgrounds. Teacher education programs prepare teachers for attitudinal change and equip them for the 21st-century diversified classroom (Ogodo, 2022).

These studies demonstrate a strong correlation between teachers' beliefs, engagement with multicultural education, and culturally relevant or responsive practices. Moreover, teachers' personal and professional beliefs about cultural diversity shape their attitudes toward students from various backgrounds, affecting their instructional choices and interactions. These attitudes, in turn, influence their willingness to adapt curricula, incorporate diverse perspectives, and create inclusive learning environments.

Summary of Literature Review

The foundational work of multicultural education (Banks, 1993, 1995) serves as a critical starting point for understanding the evolution of multicultural education and its emphasis on equity and inclusion. Furthering that work, Ladson-Billings' culturally relevant pedagogy (1995) focused on teachers' roles in fostering academic success, cultural competence, and critical consciousness, emphasizing the need to remap teaching strategies when faced with students from diverse cultures. Similarly, Gay's (2018) culturally responsive teaching framework prioritized leveraging students' cultural knowledge and prior experiences to enhance classroom instruction. Both frameworks emphasize the importance of teachers recognizing and validating students' cultural backgrounds and using that knowledge as assets, not as deficits toward holistic learning. The critical intersections between culture, teachers, and the community further exemplified the need for responsive, community-based pedagogical choices (Akkari & Radhouan, 2022; Ogodo, 2022). Immersive experiences are essential in fostering cultural competence and responsive teaching practices that could lead to attitudinal changes (Haddix, 2015; Ogodo, 2022). Creating actionable frameworks, such as the Teacher Transformative

Attitude Framework, might help educate new teachers to understand the implications of their attitudes on culturally responsive and community-engaged practices.

Copious literature cited throughout this paper emphasized the merit of community-based learning and engagement (Akkari & Radhouan, 2022; Ferrarini, 2023; Haddix, 2015; Ogodo, 2022; Yuan, 2018). Additional literature highlighted the importance of teacher attitudes in making multicultural education efficacious (Debnam et al., 2015; Hecht & Kahrens, 2021; Liu et al., 2021; Robinson, 2021). Both community engagement and teacher attitudes are pivotal when utilizing culturally relevant and responsive teaching pedagogies and practices.

The framework proposed in this conceptual literature review aims to bridge the gap between knowledge and action by recommending four steps that can be used to support the teacher training process. The first step is acknowledging the influence of teachers' attitudes on their pedagogical choices and teaching practices. Critically examining biases, assumptions, and cultural paradigms is imperative as they shape interactions with students and communities. This reflective process lays the groundwork for developing cultural competence and culturally responsive teaching practices (Gay, 2018; Khalifa et al., 2016). The second step involves understanding the value of community engagement and communication in multicultural education. Community engagement is an essential component of effective pedagogy, where teachers actively collaborate with families, local organizations, and cultural groups to co-construct knowledge. This active engagement helps teachers co-create knowledge that informs their teaching practices, and reciprocity ensures that they align their pedagogies with the lived realities of their students (Zeichner, 2016; Yosso, 2006). The third step requires embracing the fact that any form of cultural immersion requires attitudinal shifts as it fosters empathy and a deeper understanding of sociocultural dynamics.

Numerous examples of immersive experiences range from service-learning projects to community-based internships. These experiences enable teachers to empathize with their students' realities and adapt their teaching strategies accordingly (Ogodo, 2022; Hamilton & Margot, 2019). The fourth and final step emphasizes the practical application of the framework. It entails utilizing the proposed framework as a roadmap to guide teachers to introspect and assess their practices and progress continuously, skillfully adapt strategies when needed, and eventually sustain culturally relevant and responsive pedagogies and practices. Applying the framework requires that teachers implement culturally responsive practices through direct community engagement. For example, Ogodo (2022) demonstrates how an urban teaching curriculum incorporating community immersion helps teachers address systemic inequities. Similarly, Hamilton & Margot (2019) emphasize the role of community-based field experiences in preparing teachers to adapt their instructional strategies to align with students' lived realities. Engaging in collaborative curriculum development with families or partnering with local organizations to address specific educational challenges are examples of how such application can occur (Sleeter, 2018; Souto-Manning & Martel, 2017).

Discussion

The Teacher Transformative Attitude Framework

Attitudes are dynamic; therefore, they can be transformed. This paper presents the Teacher Transformative Attitude Framework based on the belief that attitudes stemming from teachers' sociocultural and educational experiences can be changed. Based on the literature review, early exposure to culturally inclusive education as students could influence teachers' future practices. The transformative attitude framework hinges on four foci: a) examining teacher attitude and disposition, b) multicultural perspectives, c)

cultural competency, and d) critical humanistic touchpoints in preparing teachers to acquire the professional knowledge to make equity-focused pedagogical choices in the classroom. Each framework component explained below is fundamental to interrogating one's existing paradigm, leading to schematic and attitudinal changes (see Figure 1).

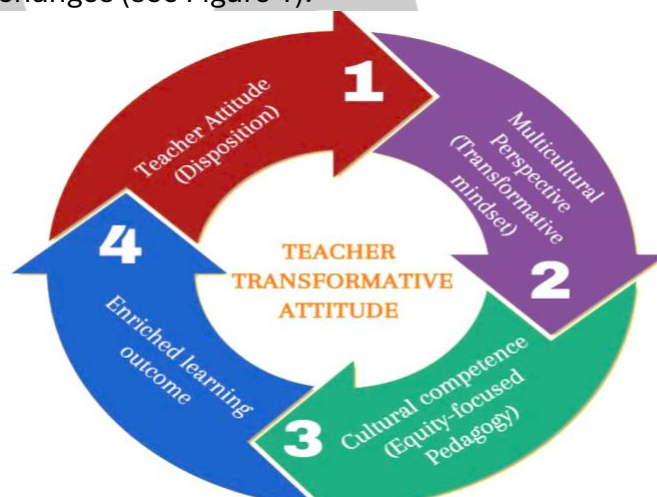


Figure 1: Teacher Transformative Attitude Framework

- **Teacher Attitude/Disposition:** This component is fundamental in preparing teachers to identify and address the sociocultural influences and educational biases that dictate their attitudes and dispositions. Studies observe that attitude and disposition changes happen through self-reflective practices and acknowledging others' cultural existences and perspectives (Muñiz, 2020; Robinson, 2021). Furthermore, attitudinal shifts can also occur through cross-cultural communication, involvement in culturally diverse traditions, and knowledge acquisition (Ferrarini, 2023).
- **Multicultural Perspectives:** According to Abacioglu et al. (2020), to be multiculturally aware is to be conscious of other cultures and the impact of those cultural influences on how people learn or perceive information in educational settings. Teachers must be multiculturally aware and equipped with an in-depth understanding of the learning needs of

diverse populations through first-hand learning and immersive experiences that facilitate attitudinal change (Alismail, 2016).

- Cultural competency is an acquired skill that develops over time, especially for teachers in cross-cultural and multicultural environments (Ogodo, 2022). However, it can be fostered through intentional curriculum development and practice. Cultural competency is enhanced through inclusive practices, engagement with communities, and equity-focused pedagogy.
- Transformative Attitude: Any form of transformation is a process. Uprooting ingrained beliefs takes time, so a concerted effort is needed to provide an adequate and encompassing curriculum that ensures enriched learning outcomes (Ogodo, 2024). Therefore, higher education has the onerous job of ensuring that attitudinal change occurs when preparing new teachers for the workforce. It must be consistent in modeling the pedagogical practices for transformation and attitudinal change.

The framework helps understand the importance of integrating community-based immersive learning experiences, such as partnerships with local organizations or family engagement programs, as they provide authentic contexts for teachers to reflect on their biases and remap their pedagogical choices. Furthermore, these experiences encourage teachers to align their instructional strategies with students' lived realities and reciprocal knowledge-sharing between educators and communities, helping teachers develop cultural competence and address systemic inequities in education. By applying the Teacher Attitude Transformation Framework to their teaching practice, educators can enhance new teachers' cultural competence and model practical, culturally responsive pedagogical practices fostering inclusivity and equity in diverse classrooms.

Implications

This Teacher Transformative Attitude Framework is an educational tool for aligning teachers' perspectives on multicultural education with the needs of their community. This approach goes beyond simply transforming teaching methods; it seeks to shift teachers' attitudes toward multiculturalism, cultural identity, diversity, inclusion, and belonging. The framework allows teacher education programs to model and foster a responsive learning environment, ultimately enhancing the educational experience for all students.

One aspect of fostering responsive learning is community engagement. It is an integral feature of holistic learning that higher education can provide for its students. Haddix (2015) emphasized the value of expanding education beyond the four walls of a classroom. However, for community engagement to be successful, it must occur parallelly between students and teachers. The intra- and inter-relationships between teachers, students, and community values can shape how curricula are designed (Warikoo, 2022). To effectively communicate this, teacher training and preparatory programs must endeavor to close the gap between the theoretical education provided and the implementation or application of that knowledge in the settings where they are needed (Rodriguez, 2016). The framework encourages using community-driven projects, such as service-learning initiatives, or co-creating lesson plans to incorporate local knowledge and maintain authenticity. These initiatives foster reciprocal relationships between teachers and local organizations (Hamilton & Margot, 2019) and build trust with families and community leaders (Khalifa et al., 2016). These practices in teacher education enhance cross-cultural understanding and communication (Ferrari, 2023). Building authentic connections that transcend the surface-level understanding of culture and foster meaningful engagement with in-depth cultural knowledge with students and their communities must be foundational for teacher preparation in the current dispensation (Hammond, 2014).

Another fundamental aspect of utilizing this framework is the practice of self-reflection and introspection. Teachers cannot develop culturally relevant and responsive pedagogies without understanding the cultural and social contexts in which their students live; thus, these practices naturally extend to community engagement because they are critical in the transformation process and allow teachers to acknowledge the biases impacting their pedagogical choices and teaching practices. These immersive experiences enable teachers to adjust their attitudes (Khalifa et al., 2016) and grow as they develop cultural competence and sociopolitical consciousness to enhance student learning outcomes and successes. The self-reflective process encourages teachers to recognize and increase the intrinsic value of what and how they teach rather than focusing on their instructional attitudes, beliefs, and perceptions (Quillinan et al., 2019). Reflective practices are critical in establishing clear connections between theoretical knowledge gained from the classroom and practical, interactive experiences with the community, eliminating biases. For transformative attitudinal shifts, teacher education programs must align course material with explicit links with the community, and teacher educators must serve as role models to initiate community partnerships (Coles-Ritchie et al., 2022).

The Teacher Transformative Attitude Framework challenges new teachers with unfavorable attitudes toward multiculturalism due to cultural isolation, resistance, and bias to embrace pedagogical practices that support and embrace culturally responsive and equity-based practices. The proposed framework aligns with the principles of community-engaged scholarship by emphasizing the reciprocal benefits of partnerships with the community that enhance teachers' cultural competence and the development of educational practices addressing the community's unique needs. The framework fosters teachers' community engagement by creating a nexus between academic institutions

and the local contexts they serve. By making these connections, the framework contributes to the broader mission of improving teaching, research, and service in ways that benefit educators and their communities.

Future Research

The current demographic landscape requires theoretical knowledge to prepare new teachers and meaningful community-based interactions that ensure students are better served, which has not been the case in many teacher education programs. Because community-based experiences extend teachers' cultural awareness and competence, integrating the transformative attitude framework into the teacher education curriculum will help unpack the implicit and explicit biases contributing to unfavorable attitudes toward multicultural education. Therefore, future studies should explore how educators can implement actionable steps to decrease the gap between theory and practice. Engaging in cultural immersion allows new teachers to step out of their comfort zone and shed specific schemas that inhibit meaningful interaction, leading to attitudinal transformation (Yuan, 2018), leading to a *changed* perspective and a *changed* action, as documented in Ferrarini's (2023) study.

Implementing the framework augments teachers' preparedness to respond to the changing classroom landscape by building community-based pedagogies. Thus, future research can also explore how sustained partnerships with families, local government and non-government organizations, and community mentors influence teachers' attitudes and instructional strategies. Doing so will extend the discourse on long-term impacts on teacher cultural and community exchange self-efficacy. More work will be needed to explore the effects of the transformative attitude framework within different K-12 educational settings, whether urban, rural, national, or international, to determine aspects of teacher education and self-efficacy with implementing the

framework. Additionally, further examination of how other intersectional factors, such as a teacher's cultural background, socioeconomic status, and educational experiences, influence teachers' engagement may uncover other variables that impede cultural response and community-engaged practices.

Lastly, future studies should consider including the role of technology, especially artificial intelligence (AI), in fostering teacher cultural competency and community engagement, as AI has permeated every aspect of people's lives. Using AI to analyze and interpret cultural and community data could facilitate cross-cultural collaboration and provide access to community resources for teachers to connect and enhance their cultural competence. Doing so will ensure a more significant global impact and innovative practices (Dwi & Nur Alif Hd, 2024; Samuel et al., 2023). Leveraging instructional practices with AI might further bridge the gap between teachers' theoretical awareness and practice in multicultural and community-based pedagogy.

Conclusion

This conceptual literature review examined how teachers' attitudes toward multicultural education can influence their pedagogical choices and instructional practice. Insights from the extant literature on the evolution of multicultural education, the role of culture in education and its impacts on learning contexts, the need for transformative teacher preparation, and the effect of cultural competence on pedagogical choices underline the importance of addressing biases, fostering inclusivity, and building meaningful relationships between educators and communities. The Teacher Transformative Attitude Framework presented in this paper highlighted how culturally responsive and inclusive equity-based teaching grounded in community engagement can change teachers' views of multicultural education and their instructional practice.

This framework focuses on bridging the gap between the theoretical understanding of multicultural education and its practical application in the classroom by offering teacher preparation programs effective tools for community-based immersive learning experiences. The framework will equip new teachers with inclusive equity-based pedagogical practices necessary to respond to students' lived experiences when implemented. Educators can utilize the four aspects of the framework to provide a self-discovery platform to assist, guide, and support teachers' sociocultural learning, leading to attitudinal shifts. The intentional process of developing the framework to embrace Gay's (2018) responsive pedagogy of understanding students' sociocultural contexts and evidence of immersive community experiences (Ogodo, 2022) makes this framework necessary to boost new teachers' cultural awareness and self-efficacy as they navigate diverse classroom settings. The proposed framework ensures that teachers and communities benefit from collaborative partnerships and inclusive educational practices. Specific aspects of the Teacher Transformative Attitude Framework, such as self-discovery, accentuate the importance of reflection, cultural competence, and collaboration with diverse communities and foster deeper connections between teachers and their communities. There is a need to provide holistic curricula that reflect classroom diversity and enhance the development of inclusive and socially conscious educators capable of meeting the needs of all learners. With the community-immersion aspect, most teachers will struggle to apply their content/theoretical knowledge adequately. However, it becomes easier to make attitudinal shifts when new teachers fundamentally understand how to translate theory into practice in culturally diverse settings.

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