

# "So, where do they fit in?" Teachers' perspectives of multi-cultural education and diversity in Singapore

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**Abstract:** This qualitative study attends to six Singaporean teachers' experiences of diversity and understanding of multicultural education to illuminate the influence of national policies and narratives on teachers' perceptions and practice. These cases illustrate that, beyond reflection on identity and diversity, there is a need for teachers to examine how political, cultural, and economic principles have shaped their understanding of diversity and multicultural education. The authors discuss findings in light of socio-political constraints faced by Singapore teachers and forward implications for teacher education. © 2010 Elsevier Ltd. All rights reserved.

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