

Abstract

The study was carried out with the aim of illustrating a teachers impression of a school as a multicultural meeting place. Many educationalists work in a multicultural environment where they meet students with different backgrounds and prerequisites. Students backgrounds and experiences play an important role in their development. According to the teaching plan it is the schools responsibility to give children good stimulation for lifelong learning. My intention with this study is to illustrate some of the thoughts and experiences of educationalists on how they work in a multicultural school. In order to achieve the aim of the research question; what opportunities and difficulties does a teacher in the earlier years of school experience in a multicultural class? How do teachers consider the compulsory education plan in early years in a multicultural classroom? I implemented a qualitative study where I individually interviewed four teachers of early primary school years about the situation in multicultural schools today. The questions covered the area of teaching in multicultural schools from a teachers perspective. The interviewed teachers had different teaching subjects, and even different experiences of multicultural teaching. The results of my interviews showed that educationalists were positive about multiculturalism. Important aspects of multicultural teaching were to relate to the students cultural backgrounds and try to manage the students deficiencies in the Swedish language.

Keywords: multicultural, school, culture, language