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Economics Education Students Learning to Teach for Diversity via a Community Engaged Project

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ABSTRACT Scholars in teacher education have suggested strategies to prepare student teachers to teach for diversity, the knowledge, and skills about culturally diverse environments. This study explored Postgraduate Certificate of Education students' views on how the Build-A-Better-Society (BABS) project prepared them to teach with concern for cultural, equity and diversity. This study also provided strategies on how to improve the BABS project for diversity. Semi-structured interviews were conducted to analyse the data collected from students' responses. Findings revealed that the majority of students showed a stronger awareness of the needs of diverse learners during the project. Suggestions were formulated to empower students' with the knowledge, skills and dispositions to teach diverse learners.