

Riferimenti letterari – per approfondimenti

- ◆ Abrams, L. S., & Moio, J. A., (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45(2), 245-261. <https://doi.org/10.5175/JSWE.2009.200700109>
- ◆ Adera, B., & Manning, M. L. (2014). Promoting social and cultural competence for students from diverse backgrounds with disabilities. *Multicultural Learning and Teaching*, 9(1), 67-82. <https://doi.org/10.1515/mlt-2013-0025>
- ◆ Ahponen, P., Harinen, P., Honkasalo, V., Kivijärvi, A., Pyykkönen, M., Ronkainen, J., Souto, A-M., & Suurpää, L. (2014). New challenges for nordic welfare services. *Nordic Journal of Migration Research*, 4(1), 30-39. <https://doi.org/10.2478/njmr-2014-0005>
- ◆ Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16. <https://doi.org/10.1080/20020317.2020.1729587>
- ◆ Ainscow, M., & Messiou, K. (2018) Engaging with the views of students to promote inclusion in education. *Journal of Educational Change*, 19(1), 1-17. <https://doi.org/10.1007/s10833-017-9312-1>
- ◆ Ainscow, M., & Sandill, A. (2010). Developing inclusive education systems: The role of organisational cultures and leadership. *International journal of inclusive education*, 14(4), 401-416. <https://doi.org/10.1080/13603110802504903>
- ◆ Ainscow, M., Booth, T., Dyson, A., with Farrell, P., Frankham, J., Gallannaugh, F., Howes, A. & Smith, R. (2006). *Improving Schools, Developing Inclusion*. London: Routledge.
- ◆ Ainscow, M., Chapman, C., & Hadfield, M. (2020). *Changing education systems: A research-based approach*. Routledge.
- ◆ Al Qadhi, S., Yousef, W., & Abu-Shawish, R. K. (2021). Impact of cultural competence and education of a preservice educator and pedagogical style. *Review of International Geographical Education Online*, 11(10), 2049-2059.
- ◆ Allen, K. A., & Bowles, T. (2012). Belonging as a guiding principle in the education of adolescents. *Australian Journal of Educational & Developmental Psychology*, 12, 108-119.
- ◆ Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley.
- ◆ Amor, A. M., Hagiwara, M., Shogren, K. A., Thompson, J. R., Verdugo, M. Á., Burke, K. M., & Aguayo, V. (2019). International perspectives and trends in research on inclusive education: A systematic review. *International Journal of Inclusive Education*, 23(12), 1277-1295. <https://doi.org/10.1080/13603116.2018.1445304>
- ◆ Aral, T., Schachner, M. K., Juang, L., & Schwarzenhal, M. (2022). Cultural diversity approaches in schools and adolescents' willingness to support refugee youth. *British Journal of Educational Psychology*, 92(2), 772-799. <https://doi.org/10.1111/bjep.12458>
- ◆ Artiles, A. J., & Ortiz, A. A. (Eds.). (2002). *English language learners with special education needs*. Center for Applied Linguistics.
- ◆ Baglieri, S., & Shapiro, A. (2017). *Disability studies and the inclusive classroom: Critical practices for embracing diversity in education*. Routledge.

- ◆ Banks, S. (Ed.) (2010). Ethical issues in youth work (2nd edition). Routledge.
- ◆ Barrett, M. (2013). Interculturalism and multiculturalism: Concepts and controversies. In M. Barrett (Ed.), Interculturalism and multiculturalism: Similarities and differences (pp. 15-41). Council of Europe Publishing.
- ◆ Barrett, M. (2016). Competences for democratic culture: Living together as equals in culturally diverse democratic societies. Council of Europe Publishing. <http://www.coe.int/en/web/education/competences-fordemocratic-culture>
- ◆ Barrett, M. (2018). How schools can promote the intercultural competence of young people. *European Psychologist*, 23(1), 93-104. <https://doi.org/10.1027/1016-9040/a000308>
- ◆ Baysu G, Hillekens J, Phalet K, & Deaux K. (2021). How diversity approaches affect ethnic minority and majority adolescents: Educator-student relationship trajectories and school outcomes. *Child Development*, 92(1), 367-387. <https://doi.org/10.1111/cdev.13417>
- ◆ Baysu, G., Celeste, L., Brown, R., Verschueren, K., & Phalet, K. (2016). Minority adolescents in ethnically diverse schools: Perceptions of equal treatment buffer threat effects. *Child development*, 87(5), 1352-1366. <https://doi.org/10.1111/cdev.12609>
- ◆ Bedeković, V. (2011). Interkulturalne kompetencije nastavnika. (Doktorska disertacija). Sveučilište u Zagrebu: Filozofski fakultet.
- ◆ Bektas, F., Çogaltay, N., Karadag, E., & Ay, Y. (2015). School culture and academic achievement of students: A meta-analysis study. *The Anthropologist*, 21(3), 482-488. <https://doi.org/10.1080/09720073.2015.11891837>
- ◆ Bell, L. A. (2007). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice: A sourcebook* (2nd ed., pp. 1-14). Routledge.
- ◆ Bennett, C. I. (2007). *Comprehensive multicultural education: Theory and practice* (6th edition). Allyn and Bacon.
- ◆ Bennett, M. (1986). Toward ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Cross-cultural orientation: New conceptualizations and applications* (pp. 27-70). NY University Press of America.
- ◆ Bennett, M. J. (2013). *Basic concepts of intercultural communication* (2nd edition). Intercultural Press.
- ◆ Bernstein, R. S., Bulger, M., Salipante, P., & Weisinger, J. Y. (2020). From diversity to inclusion to equity: A theory of generative interactions. *Journal of Business Ethics*, 167, 395-410. <https://doi.org/10.1007/s10551-019-04180-1>
- ◆ Berry, J. W. (2019). *Acculturation: A personal journey across cultures*. Cambridge University Press.
- ◆ Björnsson, J. K. (2020). Teaching culturally diverse student groups in the nordic countries – what can the TALIS 2018 data tell us?. In T. S. Fronnes, A. Pettersen, J. Radišić, N. Buchholtz (Eds.), *Equity, equality and diversity in the Nordic model of education* (pp. 75-97). Springer, Cham.
- ◆ Booth, T., & Ainscow, M. (2002). *Index for INCLUSION: Developing Learning and Participation in Schools*. Centre for Studies on Inclusive Education.
- ◆ Bourhis, R. Y., Moise, L. C., Perreault, S., & Senecal, S. (1997). Toward an interactive acculturation model: a social psychological approach. *International Journal of Psychology*, 32(6), 369-386. <https://doi.org/10.1080/002075997400629>

- ◆ Bowie, L. and Bronte-Tinkew, J. (2006). Professional development for youth workers. Research brief. Child Trends.
- ◆ Brewer, M. B. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17, 475-482. <https://doi.org/10.1177/0146167291175001>
- ◆ Broadbent, R., & Corney, T. (2008). Professional youth work in Victoria: the whole 'kitbag'. *Commonwealth Youth and Development*, 6(1), 15-22. <https://hdl.handle.net/10520/EJC30884>
- ◆ Bronfenbrenner, U., & Morris, P. A. (2006). The Bioecological model of human development. In Richard M. Lerner, & W. Damon (Eds.), *Handbook of Child Psychology- Volume 1: Theoretical Models of Human Development* (pp. 793–828). Hoboken: John Wiley & Sons.
- ◆ Brown, C. S. (2019). The importance, and the challenges, to ensuring an inclusive school climate. *Educational Psychologist*, 54(4), 322-330. <https://doi.org/10.1080/00461520.2019.1655646>
- ◆ Brown, C. S., & Chu, H. (2012). Discrimination, ethnic identity, and academic outcomes of mexican immigrant children: The importance of school context. *Child Development*, 83(5), 1477-1485. <http://dx.doi.org/10.1111/j.1467-8624.2012.01786.x>
- ◆ Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Educator education quarterly*, 38(1), 65-84.
- ◆ Bukvić Branković, L., Popović-Čitić, B., Stojanović, M., Popović, V., Larsen, M., Kaarup, T., Lee, M., Jovanović Bramsen, D., & Stojković, B. (2022). Act as professionals: Training module for the use of professional principles in youth work. CEPORA – Center for Positive Youth Development. http://cepora.org/wp-content/uploads/2020/12/Act-as-professionals_ENG.pdf
- ◆ Bulris, M. E. (2009). A meta-analysis of research on the mediated effects of principal leadership on student achievement: Examining the effect size of school culture on student achievement as an indicator of educator effectiveness. East Carolina University.
- ◆ Bužinkić, E., Čulum, B., Horvat, M., & Kovačić, M. (2015). Youth work in Croatia: collecting pieces for a mosaic. *Child & youth services*, 36(1), 30-55. <http://dx.doi.org/10.1080/0145935X.2015.1015879>
- ◆ Çakrawati, L. M. (2018). Promoting Multicultural Literacy through Learning Materials in EFL Classroom: Benefits and Challenges. *Proceedings of the Tenth Conference on Applied Linguistics and the Second English Language Teaching and Technology Conference in collaboration with the First International Conference on Language, Literature, Culture, and Education (CONAPLIN and ICOLLITE 2017) - Literacy, Culture, and Technology in Language Pedagogy and Use*, pp. 213-218. <http://dx.doi.org/10.5220/0007164702130218>
- ◆ Carales, V. D., & López, R. M. (2020). Challenging deficit views of Latinx students: A strength based perspective. *New Directions for Community Colleges*, 190, 103-113. <https://doi.org/10.1002/cc.20390>
- ◆ Carpenter, D. (2015). School culture and leadership of professional learning communities. *International Journal of Educational Management*, 29(5), 682-694. <https://doi.org/10.1108/IJEM-04-2014-0046>

- ◆ Cefai, C., Bartolo P. A., Cavioni, V., & Downes, P. (2018). Strengthening Social and Emotional Education as a core curricular area across the EU. A review of the international evidence, NESET II report, Luxembourg: Publications Office of the European Union. <https://doi.org/10.2766/664439>
- ◆ Celeste, L., Baysu, G., Phalet, K., Meeussen, L., & Kende, J. (2019). Can school diversity policies reduce belonging and achievement gaps between minority and majority youth? Multiculturalism, colorblindness, and assimilationism assessed. *Personality and Social Psychology Bulletin*, 45(11), 1603-1618. <https://doi.org/10.1177/0146167219838577>
- ◆ Celinska, D., & Swazo, R. (2021). Multicultural curriculum designs in counselor education programs: Enhancing counselors-in-training openness to diversity. *The Journal of Counselor Preparation and Supervision*, 8(3), 1-23. <http://dx.doi.org/10.7729/83.1124>
- ◆ Central Vancouver Island Multicultural Society (2015). Cultural Competence Self-Assessment Checklist. Available at: <http://www.coloradoedinitiative.org/wp-content/uploads/2015/10/cultural-competence-self-assessment-checklist.pdf>
- ◆ Chan, A. S. (2005). Policy discourses and changing practice: Diversity and the university-college. *Higher Education*, 50(1), 129-157. <https://doi.org/10.1007/s10734-004-6351-3>
- ◆ Chen, G. M., & Starosta, W. J. (2000a). The development and validation of the intercultural Communication Sensitivity Scale. *Human Communication*, 3, 1-15.
- ◆ Chen, G.-M., & Starosta, W. J. (2000b). Intercultural sensitivity. In L. A. Samovar, & R. E. Porter, (Eds.), *Intercultural Communication: A Reader*. (pp. 406-414). Wadsworth Publishing Company.
- ◆ Cherkowski, S., & Ragoonaden, K. (2016). Leadership for diversity: Intercultural communication competence as professional development. *Educator Learning and Professional Development*, 1(1), 33-43.
- ◆ Cheung, R. S., Hui, A. N., & Cheung, A. C. (2020). Gifted education in Hong Kong: A school-based support program catering to learner diversity. *ECNU Review of Education*, 3(4), 632-658. <https://doi.org/10.1177/2096531120967447>
- ◆ Chireshe, R. (2011). Special needs education in service educator trainees' views on inclusive education in Zimbabwe. Available at: <http://www.krepublishers.com/02-Journals/JSS/JSS-27-0-000-11-Web/JSS-27-3-000-11=Abst=PDF/JSS-27-3-157-11=1194-Chireshe-R-Tt.pdf>. Accessed on 22/04/2012
- ◆ Civitillo, S., Schachner, M., Juang, L., van de Vijver, F. J., Handrick, A., & Noack, P. (2017). Towards a better understanding of cultural diversity approaches at school: A multi-informant and mixed-methods study. *Learning, Culture and Social Interaction*, 12, 1-14. <http://dx.doi.org/10.1016/j.lcsi.2016.09.002>
- ◆ Coburn, A. (2011). Building social and cultural capital through learning about equality in youth work. *Journal of Youth Studies*, 14(4), 475-491. <http://dx.doi.org/10.1080/13676261.2010.538041>
- ◆ Collaborative for Academic, Social and Emotional Learning (2013). *The 2013 CASEL Guide: Effective social and emotional learning programs-preschool and elementary school edition*. Author.
- ◆ Collaborative for Academic, Social and Emotional Learning (2020). *CASEL SEL Framework*. Available at: <https://casel.org/wpcontent/uploads/2020/12/CASEL->

[SEL-Framework-11.2020.pdf](#)

◆ Conklin, H. G., & Hughes, H. E. (2016). Practices of compassionate, critical, justice-oriented educator education. *Journal of Educator Education*, 67(1), 47-60. <https://doi.org/10.1177/0022487115607346>

◆ Cormier, D. R. (2021). Assessing preservice educators' cultural competence with the cultural proficiency continuum Q-sort. *Educational Researcher*, 50(1), 17-29. <http://dx.doi.org/10.3102/0013189X20936670>

◆ Cressey, G. (2008). No spare rib: Supporting Muslim young women's agency. *Scottish youth issues journal*, 11, 53-63.

◆ Cross, T. L., Bazron, B. J., Dennis, K. W., & Isaacs, M. R. (1989). Towards a culturally competent system of care. Georgetown University – Child Development Center, CASSP Technical Assistance Center.

◆ Crouch, R., Keys, C. B., & McMahon, S. D. (2014). Student-educator relationships matter for school inclusion: School belonging, disability, and school transitions. *Journal of prevention & intervention in the community*, 42(1), 20-30. <http://dx.doi.org/10.1080/10852352.2014.855054>

◆ Darnell, A. J., & Kuperminc, G. P. (2006). Organizational cultural competence in mental health service delivery: A multilevel analysis. *Journal of Multicultural Counseling and Development*, 34, 194-207. <https://doi.org/10.1002/j.2161-1912.2006.tb00039.x>

◆ Deal, T. E., & Peterson, K. (1999). *Shaping school culture: The heart of leadership*. San Jossey-Bass.

◆ Demanet, J., Agirdag, O., & Van Houtte, M. (2012). Constrict in the school context: The impact of ethnic school diversity on the quantity and quality of friendships. *The Sociological Quarterly*, 53(4), 654-675. <https://doi.org/10.1111/j.1533-8525.2012.01245.x>

◆ Devlin, M. (2010). Young people, youth work and youth policy: European developments. *Youth Studies Ireland*, 5(2), 66-82.

◆ Devos, G., Bouckenooghe, D., Engels, N., Hotton, G., & Aelterman, A. (2007). An assessment of well-being of principals in Flemish primary schools. *Journal of Educational Administration*, 45(1), 33-61. <https://doi.org/10.1108/09578230710722449>

◆ Diaz, J., Suarez, C., & Valencia, L. (2019). Culturally responsive teaching: A framework for educating diverse audiences. *EDIS*, 2019(5), 1-5.

◆ DomNwachukwu, C. S. (2010). *An introduction to multicultural education: From theory to practice*. Rowman & Littlefield Publishers.

◆ Engels, N., Hotton, G., Devos, G., Bouckenooghe, D., & Aelterman, A. (2008). Principals in schools with a positive school culture. *Educational Studies*, 34(3), 159-174. <https://doi.org/10.1080/03055690701811263>

◆ Erickson, F. (1987). Conceptions of school culture: An overview. *Educational Administration Quarterly*, 23(4), 11-24. <https://doi.org/10.1177/0013161X87023004003>

◆ Essed, Ph. (1996). *Diversity: Gender, Color, and Culture*. University of Massachusetts Press.

◆ European Agency for Special Needs and Inclusive Education (2017). *Inclusive Early Childhood Education: New Insights and Tools – Contributions from a European Study*. <https://www.european-agency.org/resources/publications/inclusive-early-childhood-education-new-insights-and-tools-contributions>

- ◆ European Commission (2019). Key competences for lifelong learning. Publications Office. <https://data.europa.eu/doi/10.2766/569540>
- ◆ Fandrem, H., Tvedt, M. S., Virtanen, T., & Bru, E. (2021). Intentions to quit upper secondary education among first generation immigrants and native Norwegians: The role of loneliness and peer victimization. *Social Psychology of Education*, 24, 489-509. <https://doi.org/10.1007/s11218-021-09614-1>
- ◆ Fine-Davis, M., & Faas, D. (2014). Equality and diversity in the classroom: A comparison of students' and educators' attitudes in six European countries. *Social Indicators Research*, 119(3), 1319-1334. <http://dx.doi.org/10.1007/s11205-013-0547-9>
- ◆ Finnish Youth Act 1285/2016 (2018). Retrieved from: <https://www.finlex.fi/fi/laki/alkup/2016/20161285>
- ◆ Fox, J., & Hoffman, W. (2011). *The differentiated instruction book of lists*. Jossey Bass.
- ◆ Fultz, D. (2017). *Ten steps for genuine leadership in schools*. Routledge.
- ◆ Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd edition). Educators College Press.
- ◆ Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Educators College Press.
- ◆ Geeraerts, K., Tynjälä, P., & Heikkinen, H. L. (2018). Inter-generational learning of educators: what and how do educators learn from older and younger colleagues? *European Journal of Educator Education*, 41(4), 479-495. <https://doi.org/10.1080/02619768.2018.1448781>
- ◆ Geerlings, J., Thijs, J., & Verkuyten, M. (2019). Preaching and practicing multicultural education: Predicting students' outgroup attitudes from perceived educator norms and perceived educator-classmate relations. *Journal of School Psychology*, 75, 89-103. <https://doi.org/10.1016/j.jsp.2019.07.003>
- ◆ Gharabaghi, K. (2008). Professional issues in child and youth care. *Child & Youth Services*, 30(3-4), 145-163. <https://doi.org/10.1080/01459350903107285>
- ◆ Gruber, S. (2015). Cultural competence in institutional care for youths: Experts with ambivalent positions. *Nordic Social Work Research*, 6(2), 89-101. <https://doi.org/10.1080/2156857X.2015.1109541>
- ◆ Gruenert, S., & Whitaker, T. (2017). *School culture recharged: Strategies to energize your staff and culture*. ASCD.
- ◆ Guimond, S., Sablionniere, R., & Nugier, A. (2014). Living in a multicultural world: Intergroup ideologies and the societal context of intergroup relations. *European Review of Social Psychology*, 25, 142-188. <https://doi.org/10.1080/10463283.2014.957578>
- ◆ Gutvajn, N., Kovačević Lepojević, M. & Mišćević, G. (2021). Školska klima i motivacija za učenje matematike i prirodnih nauka: medijacija vršnjačkog nasilja. U I. Đerić, N. Gutvajn, S. Jošić, & N. Ševa (Ur.), *TIMSS 2019 u Srbiji* (str. 107-123). Institut za pedagoška istraživanja.
- ◆ Gwayi-Chore, M. C., Del Villar, E. L., Fraire, L. C., Waters, C., Andrasik, M. P., Pfeiffer, J., Slyker, J., Mello, S. P., Barnabas, R., Moise, E., & Heffron, R. (2021). "Being a person of color in this institution is exhausting": Defining and optimizing the learning climate to support diversity, equity, and inclusion at the university of Washington school of public health. *Frontiers in public health*, 9(642477), 1-12.

<https://doi.org/10.3389/fpubh.2021.642477>

◆ Halpin, A.W. & Croft, D.B. (1963). The organizational climate of schools. Midwest Administration Center, University of Chicago.

◆ Hamm, J. V., & Faircloth, B. S. (2005). The role of friendship in adolescents' sense of school belonging. *New Directions for Child and Adolescent Development*, 2005(107), 61-78. <https://doi.org/10.1002/cd.121>

◆ Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27(4), 421-443. [https://doi.org/10.1016/S0147-1767\(03\)00032-4](https://doi.org/10.1016/S0147-1767(03)00032-4)

◆ Hamre, B. K., Pianta, R. C., Downer, R. C., DeCoster, J., Mashburn, A. J., Jones, S. M., et al. (2013). Teaching through interactions: Testing a developmental framework of educator effectiveness in over 4,000 classrooms. *The Elementary School Journal*, 113(4), 461-487. <https://doi.org/10.6027/ANP2018-74210.1086/669616>

◆ Hancock, C. H. H., Midthassel, U. V., & Fandrem, H. (2021). Upper secondary educators' experiences promoting belonging and engagement in culturally diverse classrooms. *Acta Didactica Norden*, 15(2), 1-22. <http://doi.org/10.5617/adno.8381>

◆ Hargreaves, A. (1994). *Changing educators, changing times: Educators' work and culture in the postmodern age*. Educators College Press.

◆ Hargreaves, D. H. (1995). School culture, school effectiveness and school improvement. *School effectiveness and school improvement*, 6(1), 23-46. <https://doi.org/10.1080/0924345950060102>

◆ Hemmings, B., & Woodcock, S. (2011). Preservice educators' views of inclusive education: A content analysis. *Australasian Journal of Special Education*, 35(2), 103-116. <https://doi.org/10.1375/ajse.35.2.103>

◆ Hlatywayo, L., & Muranda, Z. A. (2014). An evaluation of the Leonard Cheshire Zimbabwe Trust (LCZT) pilot inclusive education programme in Zimbabwe: The perspective of educators and heads. (PART A). *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 19(11), 124-138.

◆ Howard, T. C. (2010). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. Educators College Press.

◆ Hrvatić, N. (2007). Interkulturalna pedagogija: nove paradigme. U V. Previšić, N. Šoljan, N. Hrvatić (Ur.), *Pedagogija prema cjeloživotnom obrazovanju i društvu znanja* (str. 41-58). Hrvatsko pedagoško društvo.

◆ Isaacs, M. R., & Benjamin, M. P. (1991). *Towards a Culturally Competent System of Care. Volume II: Programs Which Utilize Culturally Competent Principles*. Georgetown University Child Development Center.

◆ Jackson, T. O., & Boutte, G. S. (2018). Exploring culturally relevant/responsive pedagogy as praxis in educator education. *The New Educator*, 14(2), 87-90. <https://doi.org/10.1080/1547688X.2018.1426320>

◆ Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): results of a randomized controlled trial. *School Psychology Quarterly*, 28(4), 374-390. <https://doi.org/10.1037/spq0000035>

◆ Jennings, P. A., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2011). Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of two pilot studies. *The Journal of classroom*

interaction, 37-48.

◆ Jerald, C. D. (2006). School culture: "The hidden curriculum". Center for Comprehensive School Reform and Improvement. <https://files.eric.ed.gov/fulltext/ED495013.pdf>

◆ Johnson, C. S., Sdunzik, J., Bynum, C., Kong, N., & Qin, X. (2021). Learning about culture together: enhancing educators' cultural competence through collaborative educator study groups. *Professional development in education*, 47(1), 177-190. <https://doi.org/10.1080/19415257.2019.1696873>

◆ Johnson, Y. M., & Munch, S. (2009). Fundamental contradictions in cultural competence. *Social Work*, 54(3), 220-231. <https://doi.org/10.1093/sw/54.3.220>

◆ Jurčić, M. (2014). Kompetentnost nastavnika-pedagoške i didaktičke dimenzije. *Pedagogijska istraživanja*, 11(1), 77-91.

◆ Juvonen, J., Kogachi, K., & Graham, S. (2018). When and how do students benefit from ethnic diversity in middle school? *Child Development*, 89(4), 1268-1282. <https://doi.org/10.1111/cdev.12834>

◆ Kennedy, E., Bronte-Tinkew, J., & Matthews, G. (2007). Enhancing cultural competence in out-of-school time programs: What is it, and why is it important. *Research to Results*.

◆ Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research*, 86(4), 1272-1311. <http://dx.doi.org/10.3102/0034654316630383>

◆ Kiefer, S. M., Alley, K. M., & Ellerbrock, C. R. (2015). Educator and peer support for young adolescents' motivation, engagement, and school belonging. *RMLE Online*, 38(8), 1-18. <https://doi.org/10.1080/19404476.2015.11641184>

◆ Kozina, A., Vidmar, M., Veldin, M. (2020). Social, emotional and intercultural/transcultural learning in a European perspective: Core concepts of the HAND in HAND project. In *Social, emotional and intercultural competencies for inclusive school environments across Europe: Relationships matter* (pp. 107-130). Verlag Dr. Kovač.

◆ Krasilnikov, I. M. (2021). Forming the fundamentals of social culture and cultural competence in school students in the process of mastering the content of musical pieces. *Laplace em Revista*, 7(3D), 50-59. <https://doi.org/10.24115/S2446-6220202173D1690p.50-59>

◆ Krueger, M. (2007). Questioning my presence in multicultural youth work. *Qualitative inquiry*, 13(8), 1189-1208. <https://doi.org/10.1177/1077800407304507>

◆ Kumar, R., Zusho, A., & Bondie, R. (2018). Weaving cultural relevance and achievement motivation into inclusive classroom cultures. *Educational Psychologist*, 53(2), 78-96. <https://doi.org/10.1080/00461520.2018.1432361>

◆ Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard educational review*, 84(1), 74-84. <https://doi.org/10.17763/haer.84.1.p2rj131485484751>

◆ Leithwood, K. (2001). School leadership in the context of accountability policies. *International Journal of Leadership in Education*, 4(3), 217-235. <https://doi.org/10.1080/13603120110057082>

◆ Lerner, R. M., Lerner, J. V., Almerigi, J., & Theokas, C. (2006). Dynamics of individual ↔ context relations in human development: A developmental systems

perspective. In J. C. Thomas, D. L. Segal, & M. Hersen (Eds.), *Comprehensive Handbook of Personality and Psychopathology*, Vol. 1. Personality and Everyday Functioning (pp. 23–43). John Wiley & Sons, Inc.

◆ Loreman, T., Forlin, C., & Sharma, U. (2014). Measuring indicators of inclusive education: A systematic review of the literature. *Measuring Inclusive Education*, 3, 165-187. <https://doi.org/10.1108/S1479-363620140000003024>

◆ MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1), 73-84. <http://dx.doi.org/10.1080/13603120701576241>

◆ Macura, S., Čuk, I., & Peček, M. (2020) Beliefs of student educators in Serbia and Slovenia about supporting vulnerable pupils in learning and social participation. *European Journal of Special Needs Education*, 35(1), 55-69. <https://doi.org/10.1080/08856257.2019.1607660>

◆ Manning, M. L., Baruth, L. G., & Lee, G. L. (2017). *Multicultural education of children and adolescents*. Routledge.

◆ Maslowski, R. (2001). *School culture and school performance: An explorative study into the organizational culture of secondary schools and their effects*. Twente University Press.

◆ Maslowski, R. (2006). A review of inventories for diagnosing school culture. *Journal of Educational Administration*, 44(1), 6-35. <https://doi.org/10.1108/09578230610642638>

◆ Mattingly, M., Stuart, C., & VanderVen, K. (2012). Competencies for professional child and youth work practitioners: An overview. *Journal of Child and Youth Care Work*, 24, 16-24.

◆ Mehrotra, G., R., Hudson, K D., & Self, J. M. (2018). A critical examination of key assumptions underlying diversity and social justice courses in social work. *Journal of Progressive Human Services*, 30(2), 127-147. <https://doi.org/10.1080/10428232.2018.1507590>

◆ Melendres, M. (2020). Cultural competence in social work practice: Exploring the challenges of newly employed social work professionals. *Journal of Ethnic & Cultural Diversity in Social Work*, 31(2), 108-120. <https://doi.org/10.1080/15313204.2020.1855492>

◆ Metropolitan Center for Urban Education (2008). *Culturally Responsive Classroom Management Strategies*. <https://www.asdn.org/wp-content/uploads/Culturally-Responsive-Classroom-Mgmt-Strat2.pdf>

◆ Metz, J. (2017). The professionalism of professional youth work and the role of values. *Social Work & Society*, 15(2), 1-16.

◆ Miravet, L. M., & García, O. M. (2013). The role of educators' shared values and objectives in promoting intercultural and inclusive school cultures: a case study. *International Journal of Qualitative Studies in Education*, 26(10), 1373-1386. <http://dx.doi.org/10.1080/09518398.2012.731535>

◆ Moos, R. H. (1979). *Evaluating educational environments*. Jossey-Bass.

◆ Moule, J. (2011). *Cultural competence: A primer for educators* (2nd ed.). Wadsworth Cengage Learning.

◆ Munniksma, A., Scheepers, P., Stark, T. H., & Tolsma, J. (2017). The impact of adolescents' classroom and neighborhood ethnic diversity on same-and cross-

ethnic friendships within classrooms. *Journal of Research on Adolescence*, 27(1), 20-33. <https://doi.org/10.1111/jora.12248>

◆ National Association of Social Workers. (2015). *NASW standards and indicators for cultural competence in social work practice*. NASW Press.

◆ Nelson, J. A., & Bustamante, R. B. (2008). The school-wide cultural competence observation checklist for professional school counselors: An assessment tool for leading culturally and linguistically diverse schools. In G. R. Walz, J. C. Bleuer, & R. K. Yep (Eds.), *Compelling counseling interventions: Celebrating VISTAS' fifth anniversary* (pp. 211-220). *Counseling Outfitters*.

◆ Nelson, J. A., Bustamante, R. B., Wilson, E. D., & Onwuegbuzie, A. J. (2008). The school-wide cultural competence observation checklist for professional school counselors: An exploratory factor analysis. *Professional school counseling*, 11(4), 207-217. <https://doi.org/10.1177/2156759X0801100401>

◆ Nelson, J. A., Bustamante, R., Sawyer, C., & Sloan, E. D. (2015). Cultural competence and school counselor training: A collective case study. *Journal of Multicultural Counseling and Development*, 43(3), 221-235. <https://doi.org/10.1002/jmcd.12016>

◆ Nishina, A., Lewis, J. A., Bellmore, A., & Witkow, M. R. (2019). Ethnic diversity and inclusive school environments. *Educational Psychologist*, 54(4), 306-321. <https://doi.org/10.1080/00461520.2019.1633923>

◆ Nybell, L. M. & Gray, S.S. (2004). Race, place, space: Meanings of cultural competence in three child welfare agencies. *Social Work*, 49(1), 17-26. <https://doi.org/10.1093/sw/49.1.17>

◆ Nylund, D. (2006) Critical multiculturalism, whiteness, and social work. *Journal of Progressive Human Services*, 17(2), 27-42. https://doi.org/10.1300/J059v17n02_03

◆ OECD. (2015). *Immigrant students at school: Easing the journals towards integration (OECD Reviews of Migrant Education)*. OECD Publishing.

◆ OECD. (2016). *PISA 2015 results (volume I): Excellence and equity in education*. OECD Publishing.

◆ OECD. (2019). *TALIS 2018 results (Volume I): Educators and school leaders as lifelong learners*. Paris: OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>

◆ Okagbue, E. F., Wang, M., & Ezeachikulo, U. P. (2022). Does school bullying show lack of effective multicultural education in the school curriculum? *International Journal of Educational Research Open*, 3, 100178. <https://doi.org/10.1016/j.ijedro.2022.100178>

◆ Ord, J. (2007). *Youth work process, product and practice*. Lyme Regis: Russell House.

◆ Óskarsdóttir, E., Donnelly, V., Turner-Cmuchal, M., & Florian, L. (2020). Inclusive school leaders – their role in raising the achievement of all learners. *Journal of Educational Administration*, 58(5), 521-537. <https://doi.org/10.1108/jea-10-2019-0190>

◆ Outley, C. W., & Floyd, M. F. (2002). The home they live in: Inner city children's views on the influence of parenting strategies on their leisure behavior. *Leisure Sciences*, 24(2), 161-179. <https://doi.org/10.1080/01490400252900130>

◆ Outley, C. W., & Witt, P. A. (2006). Working with diverse youth: Guidelines for achieving youth cultural competency in recreation services. *Journal of Park and*

Recreation Administration, 24(4), 111-126.

◆ Palmer, S., & Pitts, J. (2006). Othering' the brothers: black youth, racial solidarity, and gun crime. *Youth and policy*, 91, 5-21.

◆ Paolillo, A., Silva, S. A., & Pasini, M. (2016). Promoting safety participation through diversity and inclusion climates. *International Journal of Workplace Health Management*, 9(3), 308-327. <http://dx.doi.org/10.1108/IJWHM-01-2015-0002>

◆ Patel, R. (2018). Measuring cultural competency in educators: The educators scale of student diversity (Doctoral dissertation). Seattle Pacific University.

◆ Pedersen, P. (2000). A handbook for developing multicultural awareness. American Association for Counseling.

◆ Peterson, K. D., & Deal, T. E. (2009). The shaping school culture field book (2nd Edition). Josset-Bass.

◆ Peterson, K. D., & Deal, T. E. (2016). The shaping school culture field book (3rd edition). Josset-Bass.

◆ Petrie, K. (2014). The relationship between school climate and student bullying. *TEACH Journal of Christian Education*, 8(1), 26-35.

◆ Petrović, D. (2018). Sticanje interkulturalnih kompetencija u svetlu razvojnog modela interkulturalne osetljivosti Miliona Beneta. *Godišnjak Pedagoškog fakulteta u Vranju*, 9(2), 27-44.

◆ Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90, 751-783. <https://doi.org/10.1037/0022-3514.90.5.751>

◆ Pettigrew, T. F., Tropp, L. R., Wagner, U., & Christ, O. (2011). Recent advances in intergroup contact theory. *International journal of intercultural relations*, 35(3), 271-280. <https://doi.org/10.1016/j.ijintrel.2011.03.001>

◆ Pirchio, S., Passiatore, Y., Panno, A., Maricchiolo, F., & Carrus, G. (2018). A chip off the old block: Parents' subtle ethnic prejudice predicts children's implicit prejudice. *Frontiers in psychology*, 9, 110. <https://doi.org/10.3389/fpsyg.2018.00110>

◆ Plaut, V. C., Thomas, K. M., Hurd, K., & Romano, C. A. (2018). Docolorblindness and multiculturalism remedy or foster discrimination and racism?. *Current Directions in Psychological Science*, 27(3), 200-206. <https://doi.org/10.1177/0963721418766068>

◆ Ponterotto, J. G. (2010). Multicultural personality: An evolving theory of optimal functioning in culturally heterogeneous societies. *The Counseling Psychologist*, 38(5), 714-758. <https://doi.org/10.1177/0011000009359203>

◆ Popović-Ćitić, B., Bukvić Branković, L., Kovačević-Lepojević, M., Paraušić, A., Stojanović, M., & Kovačević, M. (2021). Promocija i uvažavanje različitosti i ravnopravnosti u školskom okruženju u cilju prevencije govora mržnje i diskriminacije kod mladih: slučaj beogradske opštine Stari grad. CEPORA – Centar za pozitivan razvoj dece i omladine.

◆ Pravilnik o standardima kompetencija direktora ustanova obrazovanja i vaspitanja (2013). Službeni glasnik, br. 38/2013. <https://zuov.gov.rs/download/pravilnik-o-standardima-kompetencija-di-rektora-ustanova-obrazovanja-i-vaspitanja/>

◆ Prose, J. (1999). The evolution of school culture research. In J. Prosser (Ed.), *School culture* (pp. 1-14). Paul Chapman.

◆ Purić, D. (2017). Usavršavanje učitelja u funkciji razvijanja interkulturalnosti.

Zbornik radova Pedagoškog fakulteta u Užicu, 20(19), 75-92.

◆ Putnam, R. (2007). E Pluribus Unum: Diversity and community in the twenty-first century. The 2006 Johan Skytte prize lecture. *Scandinavian Political Studies*, 30(2), 137-174. <https://doi.org/10.1111/j.1467-9477.2007.00176.x>

◆ Quaiser-Pohl, C. (2013). Diversity in education and the concept of "diversity" as a topic for educational science studies. In C. Quaiser-Pohl, V. Ruthsatz, & M. Endepohls-Ulpe (Eds.), *Diversity and diversity management in education – A European perspective* (pp. 9-22). Waxmann.

◆ Radulović, M., Radulović, L., & Stančić, M. (2022). Can educator support reduce inequalities in education? Re-examining the relationship between cultural capital and achievement. *British Journal of Sociology of Education*, 43(7), 1012-1031. <https://doi.org/10.1080/01425692.2022.2092449>.

◆ Rannala, I., Gilsenan, M., Martinson, M., & Roslöf, U. (2019). Key Concepts of Youth Work in Youth Work Curricula. https://vuir.vu.edu.au/39923/7/Chapter_nlib-digar_406371.pdf

◆ Robak, S., Sievers, I., & Hauenschild, K. (2013). Einleitung diversity education: Zugänge und Spannungsfelder [Introduction diversity education: Approaches and areas of tension]. In K. Hausenschild, I. Sievers, & S. Robak (Eds.), *Diversity education. Zugänge – Perspektiven Beispiele* [Diversity education. Approaches – Perspectives – Examples] (pp. 15–35). Brandes & Apsel.

◆ Robiyansah, I. E. (2020). The development of inclusive education management model: Practical guidelines for learning in inclusive school. *Journal of Education and Learning (EduLearn)*, 14(1), 80-86. <https://doi.org/10.11591/edulearn.v14i1.13505>

◆ Rodríguez-Izquierdo, R. M. (2018). Researching the links between social-emotional learning and intercultural education: Strategies for enacting a culturally relevant teaching. *Intercultural Education*, 29(5-6), 609-623. <https://doi.org/10.1080/14675986.2018.1528527>

◆ Rutter, M. (1979). *Fifteen thousand hours: Secondary schools and their effects on children*. Harvard University Press.

◆ Saylık, A., Polatcan, M., & Saylık, N. (2016). Diversity management and respect for diversity at schools. *International Journal of Progressive Education*, 12(1), 51-63.

◆ Sayser, N. J. (2014). *Development of an instrument that supports and monitors inclusive cultures, policies and practices in a Western Cape school* (Doctoral dissertation). University of the Western Cape.

◆ Schachner, M. K. (2019). From equality and inclusion to cultural pluralism – Evolution and effects of cultural diversity perspectives in schools. *European Journal of Developmental Psychology*, 16(1), 1-17. <https://doi.org/10.1080/17405629.2017.1326378>

◆ Schachner, M. K., Juang, L., Moffitt, U., & van de Vijver, F. J. R. (2018). Schools as acculturative and developmental contexts for youth of immigrant and refugee background. *European Psychologist*, 23(1), 44-56. <https://doi.org/10.1027/1016-9040/a000312>

◆ Schachner, M. K., Noack, P., Van de Vijver, F. J. R., & Eckstein, K. (2016). Cultural diversity climate and psychological adjustment at school-equality and inclusion versus cultural pluralism. *Child Development*, 87(4), 1175-1191. <http://dx.doi.org/10.1111/cdev.12536>

- ◆ Schachner, M. K., Schwarzenhal, M., van de Vijver, F. J. R., & Noack, P. (2019). How all students can belong and achieve: Effects of the cultural diversity climate amongst students of immigrant and nonimmigrant background in Germany. *Journal of Educational Psychology*, 111(4), 703-716. <https://doi.org/10.1037/edu0000303>
- ◆ Scherer, R. (2020). The case for good discipline? Evidence on the interplay between disciplinary climate, socioeconomic status, and science achievement from PISA 2015. In T. S. Frønes, A. Pettersen, J. Radišić & N. Buchholtz (Eds.), *Equity, equality and diversity in the Nordic model of education* (pp. 197-224). Springer, Cham.
- ◆ Schoen, L. T., & Teddlie, C. (2008). A new model of school culture: A response to a call for conceptual clarity. *School effectiveness and school improvement*, 19(2), 129-153. <https://doi.org/10.1080/09243450802095278>
- ◆ Schuelka, M. J. (2018). Implementing inclusive education: Knowledge, evidence and learning for development. https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/14230/374_Implementing_Inclusive_Education.pdf?sequence=1
- ◆ Shaw, C. R. & McKay, H. D. (1942). *Juvenile delinquency and urban areas*. University of Chicago Press.
- ◆ Sidler, P., Baysu, G., Kassis, W., Janousch, C., Chouvati, R., Govaris, C., Graf, U., & Rietz, C. (2022). Minority and majority adolescents' attitudes toward mutual acculturation and its association with psychological adjustment. *Journal of Youth and Adolescence*, 51(8), 1511-1535. <https://doi.org/10.1007/s10964-022-01604-6>
- ◆ Smith, H., & Pettigrew, T. F. (2011). A meta-analytic critique of relative deprivation. Unpublished paper, Department of Psychology, Sonoma States University.
- ◆ Smith, J., & Soule, K. E. (2016). Incorporating cultural competence & youth program volunteers: A literature review. *Journal of Youth Development*, 11(1), 20-34. <https://doi.org/10.5195/jyd.2016.431>
- ◆ Solbue, V., Helleve, I., & Smith, K. (2017). "In this class we are so different that I can be myself!" Intercultural dialogue in a first grade upper secondary school in Norway. *Education Inquiry*, 8(2), 137-150. <https://doi.org/10.1080/20004508.2017.1290894>
- ◆ Standardi kompetencija za procenu kompetencija nastavnika i njihovog profesionalnog razvoja (2011). *Službeni glasnik*, br. 5/2011. http://www.cep.edu.rs/sites/default/files/Standardi_kompetencija_za_profesiju_nastavnika.pdf
- ◆ Stier, J. (2003). Internationalisation, ethnic diversity and the acquisition of intercultural competencies. *Intercultural Education*, 14(1), 77-91. <http://dx.doi.org/10.1080/1467598032000044674>.
- ◆ Stratford, R. (1990). Creating a positive school ethos. *Educational Psychology in Practice*, 5(4), 183-191. <https://doi.org/10.1080/0266736900050404>
- ◆ Sue, D. W., & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.
- ◆ Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2018). *Multicultural social work practice: A competency-based approach to diversity and social justice*. John Wiley & Sons, Inc. Hoboken.

- ◆ Suprayogi, M. N., Valcke, M., & Godwin, R. (2017). Educators and their implementation of differentiated instruction in the classroom. *Teaching and Educator Education*, 67, 291-301. <https://doi.org/10.1016/j.tate.2017.06.020>
- ◆ Szelei, N., Tinoca, L., & Pinho, A. S. (2020). Professional development for cultural diversity: the challenges of educator learning in context. *Professional development in education*, 46(5), 780-796. <https://doi.org/10.1080/19415257.2019.1642233>
- ◆ Tamtik, M., & Guenter, M. (2019). Policy analysis of equity, diversity and inclusion strategies in Canadian universities—how far have we come?. *Canadian Journal of Higher Education/Revue canadienne d'enseignement supérieur*, 49(3), 41-56. <https://doi.org/10.7202/1066634ar>
- ◆ Teasley, M. (2005). Perceived levels of cultural competence through social work education and professional development for urban school social workers. *Journal of Social Work Education*, 41(1), 85-98. <https://doi.org/10.5175/JSWE.2005.200300351>
- ◆ Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of educational research*, 83(3), 357-385. <https://doi.org/10.3102/0034654313483907>
- ◆ UNESCO (2005). Guidelines for inclusion: Ensuring access to education for all (Theoretical framework). <http://unesdoc.unesco.org/images/0014/021402402/140224e.pdf23/03/2012>
- ◆ UNESCO (2017). A guide for ensuring inclusion and equity in education. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000248254>.
- ◆ UNESCO (2005). Convention on the protection and promotion of the diversity of cultural expressions. <https://www.unesco.org/creativity/en/2005-convention>
- ◆ United Nations (2015). Transforming our world. The 2030 agenda for sustainable development. <https://sustainabledevelopment.un.org/content/documents/21252030AgendaforSustainableDevelopmentweb.pdf>.
- ◆ Van Houtte, M. (2005). Climate or culture: A plea for conceptual clarity in school effectiveness research. *School Effectiveness and School Improvement*, 16(1), 71-89. <https://doi.org/10.1080/09243450500113977>
- ◆ Velasco, P. (2019). Building home–school connections within a multicultural education framework: Challenges and opportunities before and after president Trump's election. In E. Ijalba, P. Velasco, C. J. Crowley (Eds.), *Language, culture, and education: Challenges of diversity in the United States* (pp. 226-243). Cambridge University Press.
- ◆ Villegas, A. M., & Lucas, T. (2007). The culturally responsive educator. *Educational Leadership*, 64(6), 28-33.
- ◆ Waldron, N. L., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*, 20(1), 58-74. <https://doi.org/10.1080/10474410903535364>
- ◆ Walter, A., & Grant, S. (2011). Developing culturally responsive youth workers. *Journal of Extension*, 49(5), 1-9. <https://doi.org/10.34068/joe.49.05.10>
- ◆ Waters, T., Marzano, R. J., & McNulty, B. (2004). McREL's balanced leadership framework: Developing the science of educational leadership. *Ers Spectrum*, 22(1), 4-10.

- ◆ Wilks, T. (2015). Diversity and differences. In L. Bell & T. Hafford-Letchfield (Eds). *Ethics, Values and Social Work Practice* (pp. 90-101). Open University Press.
- ◆ Williams, C. C. (2006). The epistemology of cultural competence. *Families in Society: The Journal of Contemporary Social Services*, 87(2), 209-220. <https://doi.org/10.1606/1044-3894.3514>
- ◆ Williams, R. M., Jr. (1947). The reduction of intergroup tensions. Social Science Research Council.
- ◆ Wood, J., Westwood, S., & Thompson, G. (2014). *Youth work: Preparation for practice*. Routledge.
- ◆ Yang Hansen, K., Radišić, J., Liu, X., & Glassow, L. N. (2020). Exploring diversity in the relationships between educator quality and job satisfaction in the Nordic countries – Insights from TALIS 2013 and 2018. In T. S. Frones, A. Pettersen, J. Radišić & N. Buchholtz (Eds.), *Equity, equality and diversity in the Nordic model of education* (pp. 99-137). Springer, Cham.
- ◆ Young, T.J., & Schartner, A. (2014). The effects of cross-cultural communication education on international students' adjustment and adaptation. *Journal of Multilingual & Multicultural Development*, 35(6), 547-562. <https://doi.org/10.1080/01434632.2014.884099>
- ◆ Zakonom o osnovama sistema obrazovanja i vaspitanja ("Sl. glasnik RS", br. 88/2017, 27/2018 – dr. zakon, 10/2019, 27/2018 - dr. zakon i 6/2020). https://www.paragraf.rs/propisi/zakon_o_osnovama_sistema_obrazovanja_i_vaspitanja.html
- ◆ Zhu, C., Devos, G., & Li, Y. (2011). Educator perceptions of school culture and their organizational commitment and well-being in a Chinese school. *Asia Pacific Education Review*, 12(2), 319-328. <https://doi.org/10.1007/s12564-011-9146-0>
- ◆ Zhu, C., Devos, G., & Tondeur, J. (2014). Examining school culture in Flemish and Chinese primary schools. *Educational Management Administration & Leadership*, 42(4), 557-575. <https://doi.org/10.1177/1741143213502190>
- ◆ Zhu, G., & Peng, Z. (2020). Counternarratives: Culturally responsive pedagogy and critical caring in one urban school. *The sage handbook of critical pedagogies*, 854-868.
- ◆ Zubulake, D. M. (2017). Building blocks of professionalism: Values, principles, and ethics in youth work. *Journal of Youth Development*, 12(1), 9-17. <http://dx.doi.org/10.5195/jyd.2017.483>