While the literature stated that educators’ limited knowledge and lack of experience working with diverse populations caused a gap in their multicultural education, copies of the transcripts underwent triangulation methods from fellow researchers. Since young children’s perceptions of their culture are influenced by their interrelated environmental factors, the methodology revealed that the more experienced educators have had many interactions communicating with children, families, and other professionals to be knowledgeable and equipped with the necessary skills to recognize and address these multicultural factors. The data analysis revealed that participants’ perspectives are valuable in understanding how educators approach multiculturalism, and their experiences and biases regarding multiculturalism influence their teaching practices.

Research Design
The investigator chose a qualitative methodology approach due to qualitative research being best suited to uncover participants’ opinions and experiences. By specifically incorporating a qualitative research design, the investigator was looking to collect and tell stories about people’s lives and write narratives of individual experiences, and had deemed a one-on-one interview approach, with mainly open-ended questions, as the most appropriate strategy to receive data in answering the research questions.

Instrument
The interview consisted of approximately 12 questions: 4 introductory questions, followed by 8 questions geared towards revealing the perspectives of educators. Participant interviews lasted between 20-30 minutes in duration and were audio recorded. The investigator administered a pilot test of the interview procedure to assess whether the questions were clear, understandable, and relevant to the topic, in addition to receiving feedback from another perspective to report if any researcher’s bias was incorporated.

Procedure
Approval from Sheridan’s Research Ethics Board was granted to conduct this study. Potential sites and participants were contacted, approximately 135+, which included various child care centres, community centres, before and after school programs, and peers and other professionals personally known to the principal investigator. Consent to participate was obtained from each participant, one-on-one, in-person interviews took place; interviews were audio recorded with consent. Audio from the interviews were transcribed and verified by each respective participant for authenticity.

Manual coding methods of the data took place to formulate categories and develop themes. Copies of the transcripts underwent triangulation methods from fellow researchers. Once coding of the data was complete, the investigator proceeded to review the analysis from the data, the memos and codes, to interpret and formulate the results and discussion of the information in relation to the initial outlined research question and sub-questions. Participants
For this study aimed to identify educators’ perspectives on communication and relationship building, the participants consisted of RECEs in Ontario currently employed in any type of early learning setting, as these specific individuals directly interact with E2L children and families. A combination of purposeful sampling strategies was incorporated, specifically, snowball sampling. The recruitment process consisted of the investigator personally approaching approximately 135 potential sites and participants that fit the requirements of this study. The 5 participants included in this research range from all over Ontario and vary in educational backgrounds, years of experience, and current working environment.

Results and Discussion
The investigation revolved around investigating educators’ perspectives on communication and relationship building between themselves and E2L children and families. While this study did reveal answers to the research questions, the data collected was quite small to produce substantial findings regarding the ways in which their teaching methods are impacted by their prior experiences and biases toward diverse cultures.

Discussion
As the purpose of this study was to investigate educators’ perspectives on communication and relationship building between themselves and E2L children and families, the data that was collected throughout this research revolved around investigating educators’ experiences in regards to communicating with E2L families. This qualitative research involved examining these aspects in a larger context can gather more in-depth perspectives, in addition to evaluating the importance and benefits of a multicultural education in the early years, not many actually understood what multiculturalism means, or had very superficial interpretations of what it actually implies. Although many inclusion strategies tend to have a superficial understanding of what it actually means. For example, immigrant children, the response reflected from one participant expressed that their past childhood experiences in the UK had been quite different because they did not have the same cultural experiences.

Multicultural Education and its Importance in ECEC
- Since young children’s perceptions of their culture are influenced by their interrelated environmental systems, both immediate and external, the research suggests that it is a requirement for educators to be knowledgeable and equipped with the necessary skills to recognize and address these multicultural factors. The data analysis revealed that participants’ perspectives are valuable in understanding how educators approach multiculturalism, and their experiences and biases regarding multiculturalism influence their teaching practices.

Multicultural Professional Development and Training Programs for Educators
- Due to the rapid increase of immigration levels, educators are often ill-equipped, lacking the necessary knowledge and skills, to effectively support E2L children and families. In order for multicultural professional development training programs to be effective in addressing the needs of young children, the training programs must be designed specifically for educators to engage in self-reflective practices to address their personal beliefs, attitudes, assumptions, and prejudicial behaviours regarding interacting with diverse cultures.

Evaluating the Impact of Communication and Relationship Building on E2L Families
- The literature stated that teachers’ limited knowledge and lack of experience working with diverse cultures and languages creates challenges and affects their abilities when supporting the needs of immigrant children. Researchers have been performing in-depth case studies that involved interviewing and examining the experiences of educators. This qualitative research ended questions, as the most appropriate strategy to receive data was to engage in self-reflective practices to address their personal beliefs, attitudes, assumptions, and prejudicial behaviours regarding interacting with diverse cultures.

Reading Question:
- What are educators’ perspectives on communication and relationship building between themselves and E2L children and families?

Sub-Questions:
- How might communication and relationship building, in this context, impact children’s development?
- What may be impacting the relationship building process/development between educators and E2L families?
- What types of training/professional development programs have educators taken in relation to multiculturalism and diversity in the classroom?