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NAOS- Professional capacity on Diversity

Handbook

Preparing student teachers for diversity

Analysis of teacher training curricula

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Introduction to NAOS¹

Countries face challenges in catering for the diverse needs of migrant students and narrowing the gaps in education outcomes between native students and immigrant students. (Inter)national evidence (OECD 2010 Reviews of Migrant Education) suggest that strategies to raise education outcomes for migrant students need to focus on school level and system level, such as:

- preparing school leaders and teachers to meet the needs of diverse student groups;
- increasing student opportunity to learn language (mother tongue as well as language of instruction) in regular school lessons;
- encouraging schools to build capacity in the area of dealing with diversity;
- making collaboration between school and community more effective.

The central topic in NAOS is professional capacity concerning dealing with diversity related to migration (in all its different forms). Professional capacity includes innovative forms of cooperation between educational professionals and other professionals dealing with children. Bender Sebring, Allensworth, Bryk, Easton and Luppescu (2006) who view professional capacity as one of the fundamentals of school improvement define it as follows:

“Professional capacity encompasses the quality of the faculty and staff recruited and maintained in a school, their base beliefs and values about responsibility for change, the quality of ongoing professional development focused on local improvement efforts, and the capacity of a staff to work together as a cohesive professional community focused on the core problems of improving teaching and learning.” (p. 12).

The objective of NAOS is to strengthen professional capacity in the partner countries and their respective schools. With the ultimate goal to increase educational attainment and reduce drop out and unemployment among groups of migrant children. NAOS is a star that refers to the fundament of a Greek building. By choosing this name, we emphasize the idea that professional capacity is the fundament of good quality education.

The OECD country reviews in “Closing the gap for immigrant students” (2010) shows that developing policies and curricular adaptations at the national level is not enough for closing the achievement gap between native and immigrant students. It also needs institutional changes, made within every school, including changes in school leadership, teaching methodologies and school-home co-operation. NAOS wants to take a deeper look at what kind of institutional changes inside schools are needed by looking at the professional capacity in schools.

Naos is complementary to the SIRIUS policy network carried out from 2012 - 2014. SIRIUS has promoted and enhanced knowledge transfer among stakeholders in order to improve the education of children and youngsters from migrant background. One of the focal points in Sirius was professional capacity. The difference between the Sirius activities in this area and the Naos activities concern the specific focus

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on pre- and in-service modules for professional development as well as the inclusion of schools in the network.

The current project partners (see below) have been chosen on the basis of complex migration histories (Netherlands and Belgium), language instruction (Estonia and Lithuania), a variety of strategies for building professional capacity (Norway and Lithuania), economic crisis in combination with educational issues (Portugal and Greece) and new EU countries facing future immigrants and educational challenges (Croatia and Cyprus). All partners in the Naos network are centres of expertise which will yield critical, theoretical and empirical contributions to the development of knowledge and practice on professional capacity. In each of the countries, the centre of expertise will connect to a set of schools and support the Naos activities.

The Naos partners:

Name of the Organisation
Risbo B.V.
Forum za slobodu odgoja
UNIVERSIDADE DO PORTO
Public Policy and Management Institute
Tartu Rahvusvaheline Kool Tartu International School MTÜ
PAIDAGOGIKO INSTITOUTO KYPROU - CYPRUS PEDAGOGICAL INSTITUTE
University of Patras
UNIVERSITEIT ANTWERPEN
Algemeen Pedagogisch Studiecentrum
HOGSKOLEN I OSTFOLD

In the course of past three years (2014-2017), NAOS has conducted several activities and produced several outputs. Within these activities, a distinction was made between initial teacher training and professional development. In two separate scoping exercises, the partners collected good practices in initial teacher training for primary education and secondary education. As regards professional development, ten study visits in the nine partner countries were conducted. In the study visits, good practice schools were visited using methodology specifically developed for these visits (using a theoretical framework, a setup and an interview instrument). Furthermore, all partners produced a video clip on an innovative project in the area of professional capacity building and, finally our three so-called collaborative partners from the UK, Latvia and Germany conducted case studies. In the figure below, the activities are

summarized. More information on each of the activities can be found on the website <http://naos.risbo.org/teacher-training-in-education/teacher-training-in-secondary-education/>

Aside from the activities, NAOS convened in five transnational meetings and presented its findings in a final big meeting (the multiplier event).

Activities

Scoping exercise 1: initial teacher training primary education

Scoping exercise 2: initial teacher training secondary education

Study visits: good practices in primary and secondary schools (study visits)

Good practice video clips

Casestudies by UK, Latvia and Germany

Introduction to the current handbook

The current NAOS Handbook on preparing student teachers for diversity includes the results of the two scoping exercises in two separate reports. The first report, written by Michoudi and Severiens (2016), focuses on teacher training programmes for primary education and the second report, written by Flaris and Severiens (2017), focuses on teacher training for secondary education. Even though the reports were written by researchers from Risbo, it has to be stated that the reports lean heavily on the information collected by the NAOS partners. The partners have gone through great lengths to find interesting projects, interview project coordinators and analyse project documents to provide NAOS with the relevant input for this handbook. We are much indebted to them for this input.

Report 1 Teacher training for primary education

Preparing student-teachers for diversity

An analysis of teacher training curricula for primary education in the Naos member countries

Dimitra Michoudi and Sabine Severiens

March 2016

Summary

The main objective of the current report is to present the results of a mapping exercise which is one of the activities of the Naos network on professional capacity dealing with diversity. The goal of the Naos network is to raise awareness about diversity and engage teacher trainers on this issue.

A mapping exercise was conducted to find out to what extent and in what ways teacher training institutes for primary education in the nine NAOS countries prepare teachers for teaching in diverse classrooms. The five areas of expertise as described by Severiens, van Herpen and Wolff (2014) were used as a framework. This framework suggests that in order to be an effective teacher in diverse classrooms, one needs expertise in the areas of language development, pedagogy/didactics, social interaction and identity, parental involvement and school- community relationships.

We have collected information from two institutes in each of the NAOS countries using a questionnaire that was either administered online or used in an interview setting. The questionnaire asked to describe courses and activities in the area of diversity.

Relating the course descriptions to the areas of expertise, it was shown that all Naos countries pay attention to social psychology, while pedagogy and language come next. Less attention is paid to school-community relationships and parent participation. In addition, the most common learning activities that were mentioned were lectures, group work, assignments, and presentations. Furthermore, all respondents mentioned internships in primary schools as the main tool for preparing student teachers for diversity in the curriculum. The internships are usually a combination of classroom observation and teaching practice. Educational seminars and training programs were mentioned as the most common methods of in-service teacher training. Finally, the analysis showed four courses as examples of innovative ways to prepare student teachers for diversity.

The fact that many respondents did not provide detailed descriptions in combination with the fact that only two teacher training institutes of each country participated in the study means that our results should be seen as indicative of approaches to preparing student teachers for diversity in each of the Naos countries.

Introduction

In a network of centers of expertise, teacher training colleges and schools, the NAOS project aims to enhance the professional skills of teachers in dealing with cultural/ethnic diversity. Diversity refers to ethnic/cultural diversity, and diversity related to migration. The NAOS project includes study visits, mapping exercises of teacher training and professional development practices and case studies on good practices. The study visits are to primary and secondary schools in nine different European countries (Belgium, Portugal, Norway, Netherlands, Estonia, Lithuania, Greece, Croatia and Cyprus) with the aim to explore good practices in the field of professional development regarding diversity. The focus of the study visits is on the actual content of the good practice but also on the professional development that was at the root of this practice. Classroom observations as well as interviews with the professionals are the core of these visits. In the mapping exercises, the curricula of a variety of teacher training colleges are analyzed in terms of diversity and intercultural education. A literature review by Severiens, Wolff and Van Herpen (2014) identified five areas of expertise in diverse classrooms as the most significant, namely: language development, pedagogy/didactics, social interaction and identity, parental involvement and school- community relationships. The curricula are analyzed according to these five areas (see Box 1).

The main objective of the current report is to present the results of the mapping exercise that focused on teacher training and professional development in primary education. The goal is to raise awareness about diversity and engage teacher trainers on this issue. More specifically, this particular Naos activity and the resulting report intends to:

- Support school leaders and teachers in their aim to meet the needs of diverse student groups.
- Encourage schools to build capacity in the area of dealing with diversity.
- Share ideas and practices from nine centres of expertise.
- Provide insight for educational researchers, consultants and stakeholders
- Provide teachers and teacher trainers more tools to deal with diversity in the classroom.

A mapping exercise was conducted to find out to what extent and in what ways teacher training institutes for primary education in the nine NAOS countries prepare teachers for teaching in diverse classrooms. We have collected information from two institutes in each of the countries. The following sub questions were formulated:

- How many courses on diversity are offered in the five areas of expertise in the nine countries?
- In what ways is teaching for diversity incorporated in the teacher training curricula?
- Do the institutes provide any in-service teacher training modules that include diversity in some way?

In our analysis, we will pay special attention to innovative curricula, modules and other activities. By this, we refer to unique examples that seem to be rare in their focus and/or depth of approaches to diversity and inclusiveness.

Box 1 Five areas of expertise in diverse classrooms

A review of the literature (Severiens, Wolff & Van Herpen, 2014) shows that strengthening professional capacity with the aim to stimulate school success among diverse groups of migrant students asks for expertise in five content areas.

1. Urban teachers (or teachers in classrooms with diverse student populations) should first of all know about language development in classes of pupils whose first language is not the language of instruction.
2. These teachers should be competent in using pedagogic and didactic resources that support the learning of all their pupils. Diverse classes need different didactic resources and different types of instruction than homogeneous classrooms. If schools and teachers are committed to encouraging the talents of all their pupils they should have knowledge of the use of teaching materials, methods and types of instruction designed for diverse classes.
3. Urban teachers should know about social psychology issues such as stereotyping, teacher expectations and ethnic-identity development issues.
4. Urban teachers that succeed in engaging the parents of their diverse pupils as well as cooperate with community organisations on a basis of equality will further support school achievement in their urban schools.

The review by Severiens et al concludes that if schools are committed to increasing achievement among migrant groups, and closing the achievement gap, they should facilitate high levels of professional capacity in these areas of expertise.

Method

Participants

The participants of this study were experts working in teacher training institutes of primary education. These institutes were selected based on the criterion that they offer courses on diversity. In most of the cases the participant was the dean of the institution or a professor who had a broad overview of the curriculum. Seven of the responses of the partners came from interviewing and five responses came from the professors directly. The remaining six responses were derived from the teacher training course manual. The participants were interviewed by the partners of the NAOS project coming from nine different European countries, namely Croatia, Norway, Greece, Belgium, Netherlands, Lithuania, Cyprus, Estonia, and Portugal. The partners were professionals working in centers of educational expertise. They were either experts working in a higher education institution or a Non-Governmental Organization (NGO) focused on education. In particular, the partners were experts of the University of Antwerp, the University of Porto, the Cyprus Pedagogical Institution, the University of Patras, the Østfold University College, the APS- National Centre of School Improvement (NGO), the Tartu International school (NGO), PPMI- a public policy research center, and the Forum for freedom in education (NGO).

Instrument

An open-ended questionnaire was prepared. The main focus of the questionnaire is the ways that teachers' training curriculum and practices prepare teacher students for dealing with diversity and the extent to which the five areas of expertise are covered in the curriculum. The questionnaire requests brief descriptions of the courses relevant to diversity in the five areas. More specifically, details concerning the learning goals, the learning activities, the type of course, the type of assessment, and the ECTS of the courses on diversity, are requested. An online form of the same questionnaire was also created, in order to facilitate the process.

Procedure

The questionnaire was sent via e-mail to the partners of the Naos project mentioned above. The partners contacted two teacher training institutes of their country that offer courses on diversity and they conducted a phone interview based on the questionnaire. Most of them interviewed the dean of the institution or a professor who had a broad overview of these courses. Those who did not have the possibility to interview the dean or a professor, tried to fill the questionnaire with the aid of the course manual of the university. Another option was to send the link of the online questionnaire directly to a person of the institute who had the appropriate knowledge to fill it in. In total, there were eighteen responses on the questionnaire from nine different countries. As the partners were educational experts, the way that they filled in the questionnaire in regard to the five areas, as well as the choice of the institution itself, were their personal choices, as they were requested to choose institutions with curriculum relevant to diversity.

Analysis

The analysis of the data comprised of three parts. First, the information of the courses mentioned in the questionnaires was put into a table according to country and area of expertise. This table provided a first general overview of the courses offered by area of expertise in each country. Second, during the analysis and after careful examination of the data, we needed a. to delete some courses because of a lack of focus on diversity and b. to transfer some courses to another category-area. In order to guarantee the validity of our study, an e-mail was sent to the partners with our arguments to transfer a course to another area of expertise in which we asked for their reflection on our changes. All the partners that responded agreed with our interpretations. Third, in this analysis, we counted the number of courses on diversity offered in each country in general, and according to each area of expertise specifically. Finally, the innovativeness of the courses and curricula were considered.

Results

In this chapter, the results of our analysis are described. We will start with the areas of expertise and the extent to which they are covered in the teacher training curricula and then we will discuss the ways in which diversity is incorporated in curricula. The third paragraph will discuss in-service training modules and we will end with a descriptions with the most innovative practices we have encountered.

Areas of expertise

Relating the course descriptions to the areas of expertise, Table 1 shows that in all Naos countries attention is paid to dealing with diversity using Social Psychology, while Pedagogy and Language come next. Table 1 also shows little a relatively small number of courses concerning Community-School relationships. At this point, it is interesting to note that only the Netherlands, Belgium, Croatia and Estonia offer courses on this area. Parental involvement is also an area that seems receive little attention. At the same time, seven courses focus on diversity, without demonstrating a clear focus on any one of the areas of expertise. The first findings also show that Cyprus, Belgium, Croatia and Estonia offer the most courses on diversity, while Portugal, Norway and Lithuania seem to offer substantially less courses. The exact numbers of the courses in each area of expertise are depicted in the table below.

At this point we emphasize that the results in Table 1 are not reflecting the 'average' teacher training institutes in each of the countries. The institutes in the current mapping exercise were chosen to participate because of their focus on diversity. Table 1 does show the emphasis regarding area of expertise.

Table 1. *Distribution of the courses of eight countries in the five areas of expertise*

COUNTRIES	TOTAL NUMBER OF COURSES PER COUNTRY	LANGUAGE	PEDAGOGY	SOCIAL PSYCHOLOGY	PARENTAL INVOLVEMENT	COMMUNITY-SCHOOL	OTHER AREAS
CYPRUS	15	3	2	8	2		
GREECE	10	2	3	2	1		2
NORWAY*	6	1	1	3			1
CROATIA	13	3	4	3		1	2
NETHERLANDS	9	3	1	2	2	1	
PORTUGAL	7	1	5				1
BELGIUM	15	2	5	4	3	1	
ESTONIA	32	9	4	16	3		
LITHUANIA	2			1			1
TOTAL NUMBER OF COURSES PER AREA		24	25	39	11	3	7

*The results in Norway refer to courses in one teacher training institute only.

Incorporation of diversity in the curricula

All the respondents mention internships in primary schools as the main tool for preparing student teachers for diversity in the curriculum. The internships are usually a combination of classroom observation and teaching practice. During the internship, emphasis is not placed explicitly on diversity issues, but on various teaching methods, skills and pedagogical approaches with the aim to familiarize students with the every-day-life in a school setting.

In order to guarantee practical experience on diversity issues, Belgium and the Netherlands offer internships in an urban setting specifically. Greece mentions that one can pursue an internship on diversity issues through a specific course, named “Intercultural Teaching” which focuses on practice and teaching in a diverse classroom.

Belgium and Lithuania also mention reflection on the internships (discussions or essays) as a way to include diversity issues in the curricula, while the Netherlands asks students to conduct educational research in urban elementary schools. In Belgium reflection takes place in small learning groups that cover multicultural issues.

Table 2. *Ways that teaching for diversity is incorporated in the curricula in the nine countries*

COUNTRIES	INTERNSHIP	OTHER
CYPRUS	✓	
GREECE	✓	
BELGIUM	✓	Reflection on the internship
PORTUGAL	✓	
NETHERLANDS	✓	Research
ESTONIA	✓	
LITHUANIA	✓	Essays after classroom observation
CROATIA	✓	
NORWAY	✓	

In service teacher training modules and other activities

Educational seminars and training programs are mentioned as the most common methods of in-service teacher training. More specifically, Cyprus uses a booklet on intercultural education in order to train teachers for diversity. At the same time, art-making activities and in-service teacher training modules concerning educational research and educational effectiveness are other ways of in service training used in Cyprus.

As depicted in Table 3, Greece uses on antiracist and human rights' seminars and workshops, while Belgium conducts educational workshops to train the teachers. Estonia seems to offer various opportunities for in-service training, such as training programs by the university or NGOs, seminars, e-learning courses, project learning and group work related to diversity. Lithuania also mentioned training programs offered by the university and study visits abroad as the most prevalent methods of in-service training of the teachers. Portugal, Netherlands, Croatia and Norway did not mention any formal ways of in-service teacher training.

Table 3. *In service teacher training practices in the nine countries*

COUNTRIES	WAYS OF IN SERVICE TRAINING
CYPRUS	Booklet: “ Travelling stories for intercultural education” “Carem”: educational activities through art-making Teacher training modules: “Teacher professional development through action research”, “Educational effectiveness and effective teaching”
GREECE	Seminars “ Antiracist education and human rights” workshops
BELGIUM	Educational workshops
PORTUGAL	-
NETHERLANDS	-
ESTHONIA	Training programs by university and NGO, seminars, e-learning, group works, project learning, educational technology
LITHUANIA	Training programs (lectures & interactive group work) by university, study visits abroad
CROATIA	-
NORWAY	-

Innovative courses

Language diversity, social psychological phenomena and pedagogical theories regarding multicultural and intercultural education were the main focus in the majority of the courses on diversity. In addition, the most common learning activities that we came across during this research were lectures, group work, assignments, or presentations. In this section, we are going to present a few courses that include some innovative ideas of courses on diversity. The focus here is mostly on the learning goals or the learning activities of the courses and not so much on the ECTS or the type of assessment.

Example 1: “Diversity-Math”

This course is categorized in the “Language” area of the Dutch response. The innovative idea here is that the course incorporates diversity issues by raising awareness in linguistic math problems and ‘foreign’ computational strategies. Focusing on these aspects of diversity does not seem to be a common practice.

TITLE	<u>Diversity- Math</u>
GOALS	Awareness of the advantages and disadvantages of linguistic math problems, how to make a distinction between functional contexts and application situations and the national character of the (realistic) mathematics. You are willing and able to understand some foreign computational strategies teaching methods to deal with the multilingualism of math problems and can apply.
ACTIVITIES	College assignment for practice

ASSESSMENT	Assignment for practice
ECTS	2
TYPE	Compulsory

Example 2: “Physical Education 1 for the Primary Teacher Education Program for Years 1-7”

This course is categorized in the “Social Psychology” area of the Norwegian response. The innovative idea here is that the course incorporates diversity issues by explaining the body as a symbol in contemporary society and understanding multicultural forms of movement. These are important aspects regarding diversity; however they are hardly ever covered in teacher training programs.

TITLE	<u>Physical Education 1 for the Primary Teacher Education Program for Years 1-7</u>
GOALS	The student: <ul style="list-style-type: none"> -is knowledgeable about pupils based on theories about physical and motor development, the importance of gender, social background, ethnicity, abilities and functional level relating to physical education and bodily learning -understands the body as a symbol in contemporary society with the emphasis on how this is expressed in children's culture -is capable of facilitating progress in education adapted for pupils in years 1–7 in relation to contemporary forms of movement in multicultural child and youth communities
ACTIVITIES	Lectures, group work, individual work, field trips
ASSESSMENT	The assessment forms are an oral exam and an exam where the student's practical and didactic skills are tested through a teaching plan for his/her fellow students
ECTS	30
TYPE	-

Example 3: “Diversity- the healthy school”

This course is categorized in the “Pedagogy” area of the Dutch response. The innovative idea here concerns the learning activities. Students are expected to design a motivating parents evening and lead the conversation. This type of activity motivates the students to enhance their imagination and learn how to lead a public conversation including the students’ parents as well.

TITLE	<u>Diversity- the healthy school</u>
GOALS	Healthy school policies, activities that help children when they are bullied, obstacles

	you may encounter when teaching about sexual education.
ACTIVITIES	Designing a motivating parents evening on the theme. Leading the conversation
ASSESSMENT	Presentation
ECTS	2
TYPE	Compulsory

Example 4: “International and Comparative Education “

This course is categorized in the “Pedagogy” area of the Estonian response. The innovative idea here is that the course incorporates diversity issues by using comparative education. Students have the chance to understand and compare a wide range of educational theories and systems, thus, getting more ideas on multiculturalism and how to deal with diversity.

TITLE	<u>International and Comparative Education</u>
GOALS	<p>To expose students to a range of ideas and issues in international and comparative education, so that students may construct a substantial foundation in the theories, vocabulary, preoccupations, and concerns of comparative and international education. By examining different approaches to common problems across systems, students will acquire a good sense of educational practice internationally. To enable students to make sense of the practices students see in the world of education and to envision alternatives.</p> <p>Outcomes: After completing this course, students</p> <ul style="list-style-type: none"> • will be able to understand key theories of international and comparative education; • will be knowledgeable in the multiple theoretical approaches and corresponding assumptions used in international and comparative education; • are aware of a document in the contexts of other thinking and practice; will be able to see more deeply than the surface meaning; • will understand the useful role of theory; have acquired skills in communicating information in comparative education.
ACTIVITIES	-
ASSESSMENT	-
ECTS	3
TYPE	-

Conclusions

This report presents the results of a mapping exercise on teacher training curricula for primary education in the NAOS countries. The results showed where the selected teacher training programs put the emphasis. In all Naos countries, a relatively large amount of attention is paid to social psychology theories, pedagogy and language diversity. A lower amount of attention is paid to community-school relationships and parental involvement.

Internships, reflection on the internships through discussions or essays, and educational research are ways that teaching for diversity is incorporated in the curricula in the participant countries. It is important to note that all the respondent institutes mentioned the practical component of the curriculum as the most important component to help student teachers deal with diversity.

With regard to the in-service teacher training methods, educational seminars and training modules seem to be the most prevalent practices. Estonia offers opportunities for in-service training by incorporating e-learning courses, while four respondents did not mention any formal ways of in-service teacher training.

Four courses are presented as examples of innovative ideas for preparing student teachers towards diversity. These courses are deemed innovative as they use a different point of view on diversity, in comparison to the majority of the responses.

Limitations

The fact that many respondents did not give detailed descriptions of the requested information proved to be a limitation in this research. As a result, not all the courses could be used in all the steps of the analysis, thus, narrowing the sample size of the analysis.

Another limitation is that three different approaches were used in order to collect the data for this study (interviews, survey, document analysis), thus jeopardizing the validity of this research. The fact that the choice of the institutes was delegated to the NAOS partners can also be considered a threat to the validity.

One more limitation is the fact that only two teacher training institutes of each country participated in the study. The results are tentative and it is difficult to generalize these findings to the educational policies or approaches of each country. However, the findings offer an insight into the initial teacher preparation on diversity of the participant institutes.

APPENDIX: Teacher training for diversity in primary education questionnaire

NAOS Questionnaire, April 2015

I. PRE-SERVICE TRAINING

A. LANGUAGE DIVERSE CLASSROOMS

Increasing numbers of pupils have different mother tongues compared to the language of instruction.

1. Does the institution offer a course or multiple courses in the area of teaching in classrooms with a diversity of languages?

- yes
- no

2. Briefly describe the context and features of these courses:

The course's title:

The learning goals:

The learning activities:

Type of assessment:

ECT's:

Type of course: compulsory/ elective

Please, add the same information for other courses.

B. DIDACTICS/PEDAGOGY

This area of expertise refers to teaching practice, methods of instruction (e.g., differentiated instruction, collaborative learning), and also to classroom management, teacher-student interaction etc.

1. Does the institution offer courses with regard to pedagogy and didactics focused on classrooms with ethnic/cultural diversities?

- yes
- no

2. Briefly describe the context of these courses:

The course's title:

The learning goals:

The learning activities:

Type of assessment:

ECT's:

Type of course: compulsory/ elective

Please, add the same information for other courses.

C. SOCIAL PSYCHOLOGY

This section refers to social psychology issues. In particular, stereotyping, teachers' expectations, ethnic/cultural identity issues and their influence on students' performance are the main concern.

1. Does the institution offer courses with regard to social psychology in diverse classrooms?

- yes
- no

2. Briefly describe the context of these courses:

The course's title:

The learning goals:

The learning activities:

Type of assessment:

ECT's:

Type of course: compulsory/ elective

Please, add the same information for other courses.

D. PARENTAL INVOLVEMENT

Parental involvement is considered to be one of the more crucial factors that help school and teachers deal with diverse issues. The importance of the role of parents and ways to encourage family involvement in the school community are the main concern of this section.

1. Does the institution offer courses with regard to parental involvement in diverse classrooms or Family Education?

- yes
- no

2. Briefly describe the context of these courses:

The course's title:

The learning goals:

The learning activities:

Type of assessment:

ECT's:

Type of course: compulsory/ elective

Please, add the same information for other courses.

E. COMMUNITY SCHOOL- COMMUNITY RELATIONSHIPS

Community and school relationships refer to the ways that teachers and schools can contribute to improving circumstances of their pupil's neighborhoods and strengthen the social participation.

1. Does the institution offer courses with regard to community- school relationships in a diverse context?

- yes
- no

2. Briefly describe the context of these courses:

The course's title:

The learning goals:

The learning activities:

Type of assessment:

ECT's:

Type of course: compulsory/ elective

Please, add the same information for other courses.

F. OTHER AREAS OF EXPERTISE

1. Does the institution offers relevant courses that you cannot categorize in only one of these categories but pay attention in diversity issues?

- yes
- no

2. Briefly describe the context of these courses:

The course's title:

The learning goals:

The learning activities:

Type of assessment:

ECT's:

Type of course: compulsory/ elective

Please, add the same information for other courses.

G. PREPARING FOR DIVERSITY IN PRACTICE

1. In what ways is (teaching for) diversity in practice incorporated in the curriculum (e.g. in internships)?

H. EFFECTIVENESS OF THE TEACHER TRAINING PROGRAMME

1. Is there a system in place that evaluates the effectiveness of the teacher training programme in some way (for example by keeping in touch with alumni)? If so, please describe this system.

II. INSERVICE TRAINING

Note. Please consider and decide for yourself the best way: Perhaps the interviewee at the teacher training institute can answer this question, but perhaps you need a different informant.

1. Can you give us two examples of in-service training modules for diversity?
2. Briefly describe these examples:

- Type of organization offering this training
- Learning goals
- Learning activities
- Length of the modules (in number of days)
- Which areas of expertise apply to these examples?

- Language Development
- Didactics/Pedagogy
- Social Interaction and Identity Development
- Parental Involvement
- Community – School relationships

Other:

Report 2 Teacher training for secondary education

NAOS- Professional capacity on Diversity

Reflection on good practices in Teacher training for secondary education

Pelopidas Flaris and Sabine Severiens

June 2017

Introduction

Through a network of i) centers of expertise, ii) teacher training colleges and iii) schools, the objective of NAOS is to support the development of professional skills of teachers in dealing with cultural/ethnic diversity as well as diversity related to migration. The project, in which ten partners from nine different European countries participated, ran for three years and was comprised of numerous happenings, all of which emphasized within the scope of exploring good practices in the field of professional development with regards to diversity. Among other activities, each partner country organized study visits in a primary as well as a secondary education school, was interviewed on courses that pertain to diversity in primary schools delivered by institutes within their country, and created a video introducing a novel effort or emerging initiative that has been put to action. Relevant to this report, each partner was also requested to describe a *good practice* utilized with the goal of facilitating impactful improvement in student teachers' competences.

As part of the latter activity, we are happy to present you a summary and reflection of good-practice in initial teacher training for enhancing professional development in ***secondary education***. We are confident that this reflection will prove to be interesting, beneficial and transferrable to teachers and teacher trainers looking to improve their educator capacity in *instructing* as well as *gaining a better understanding of* diverse groups of students. As this report only serves to briefly introduce these good practices, interested readers can gain a more elaborate view of the specific practices that interest them via the NAOS website:

<http://naos.risbo.org/teacher-training-in-education/teacher-training-in-secondary-education/>

Focus on Five Areas of expertise

Not all teachers face the same challenges in reaching ethnically diverse students. Depending on one's own experience or skills, the context and geopolitical trends of the country where they reside and teach, as well as the diverging necessities among neighborhoods within the same city, teachers and future teachers express different needs. This is reflected in the framework which we have elected to use throughout the NAOS activities; Severiens, van Herpen, and Wolff (2014) advocate that to be an effective teacher in diverse classrooms, one needs expertise in five areas: a) language development, b) pedagogy/didactics, c) social interaction and identity, d) parental involvement and e) school community

relationships. To that end, and in an effort to target each area more specifically, each country's good practice example will be introduced under the area of expertise it is most closely related to. Parental involvement and school community relationships will be merged as one theme as the approach taken by institutes and schools to tackle them most frequently involves similar targets. Evidently, it will become apparent that a number of these practices will fit the scope of more than one area, however, for the purposes of structuring the handbook to address the interest of each particular teacher they will only be mentioned under one. As some of our partners struggled to find a pertinent example that can strictly be categorized as initial teacher training good practice, their examples were mentioned separately in the end.

Method

As aforementioned, the participating NAOS partners came from nine European countries and were: 1) Risbo and 2) Algemeen Pedagogisch Studiecentrum² from **the Netherlands**, 3) Forum for Freedom in Education from **Croatia**, 4) Public Policy and Management Institute from **Lithuania**, 5) Tartu International School from **Estonia**, 6) Pedagogical Institute of **Cyprus**, 7) University of Patras from **Greece**, 8) University of Antwerp from **Belgium**, 9) University of Porto from **Portugal**, and 10) Hogskolen i Ostfold from **Norway**.

In choosing their good practice example the NAOS partners were offered a set of guidelines. The good practice should a) focus on learning to teach in diverse classrooms, b) be innovative and creative in its content or approach, c) be transferrable, perhaps replicable, to different contexts and d) have a theoretical underpinning of how and why this example would be of impact. The good practice was of course meant to tackle an existing issue within the country in question and provide valuable knowledge to teachers and future teachers.

It is our hope that offering an empirically sound argument behind the creation of these good practices, together with their generalizability to other contexts will elucidate practices which the readers of this handbook can confidently put to use in their own classes/seminars.

² In the third project year, due to termination of this organization, this partner was substituted by Risbo.

Results and Takeaways

Language development

Adequate language acquisition is perhaps the most vital step in the acclimatization, pursuit of work opportunities, and the more general social inclusion of migrants.

The good practice example from the **Greek partners** involved an effort to shift from PPP to Task Based Language Teaching (*TBLT*) based on Information and Communications Technology (*ICT*) tools. The premise in their good practice is that despite the fact that foreign language teachers often tend to work with culturally/linguistically diverse groups of students, the old Presentation-Practice-Production (PPP) approach to language teaching is still highly prominent.

The project in action is called PETALL and was first advocated for use throughout Europe by Lopes (2014). The initiative was undertaken by New York College of Athens on the student teachers of the English Language and Literature program. The teacher trainers have been introduced to easily accessible ICT tools, and asked to merge them with TBLT existing tools. After evaluating such samples, teacher trainers are asked to design tasks on their own, based on the perception of their student needs and topics that they would personally find motivating as well as engaging. The superiority of TBLT outcomes, especially within an ICT environment, over PPP are numerous for both the learners as well as the teachers' development (Ellis, 2009), something which the student teachers themselves reflected on after only briefly experimenting with the approach.

Firstly, the language utilized and lessons that are created arise from students' personalized needs rather than a predetermined selection by the teachers; students use language resources as they go based on their own relevant experience. In addition, students' exposure to language is much more diverse in the sense that they get a range of lexical phrases, language forms, associations and patterns. Importantly, the student-oriented nature of TBLT requires a great deal of communication and cooperation (including arguments and debates) between students. These three characteristics are assumed to suit the needs of diverse learners more than the traditional teaching of language. In regards to the teacher competences developed, the technology-mediated character of PETALL instigates digital competence and a more in-depth understanding of TBLT. Through this training teachers get to improve their pedagogical methods, become more introspective about their instructing, and come closer to tackling the theory-practice gap. Of course, the ICT character also essentially implies the opportunity for

teachers to collaborate at both a national and an international level with other teachers employing the program. The ultimate hope is that regional networks for the expansion of ICT-based tasks will be developed.

The **Lithuanian** partners introduced us to their bachelor programme for teacher training termed Russian Philology Pedagogy and Intercultural Communication. This course is especially important; it is tailored towards teachers developing competencies to cater to the needs of Russian students, a large minority (over 25%) within the country as with all the Baltic nations. The course comprises extra language courses in Russian, with another component focusing on Russian history and culture. In addition, students have the opportunity to gain additional experience by going to Moscow for a few months, giving them the chance to learn the language in a local environment and better be embedded into the Russian reality, which student teachers have claimed to be extremely crucial in their classroom-communication with Russian students later in their lives.

Pedagogy/Didactics

According to Severiens et al (2014), the expertise theme of pedagogy and didactics involves: i) enhancing the ideas held by teachers on diversity as well as ascertaining teachers' positive feelings towards it, ii) expertise regarding the cultural and historical background of their students, in addition to processes regarding educational equity, iii) about classroom teaching methods including differentiated instruction based on multiple competences and prior knowledge of students, and iv) creating discursive classrooms where all students are urged to contribute and participate.

The partners from **the Netherlands** employed an example of teacher training offered by the Amsterdam University of Applied Sciences. Two of the seven vocational assignments that comprise the entire programme focus on preparing future teachers for urban diversity. The first assignment deals with processes in the classroom, and more specifically with searching for student strengths rather than deficits; student teachers here learn to differentiate by sticking to a method and employing strategies according to a pre-designed plan. The way this can be achieved is through using valid instruments to first identify and then address relevant pupil characteristics. The second assignment delves into the themes of urban education, educational innovation and the pedagogics' role. The assignment accentuates on achieving an understanding of the societal, parental and school-wide impact on diverse students, as well as on creating evidence-based recommendations for implementation in their own instruction. A particularly interesting and constructive task within this assignment is the student teachers' design of their own observational tool to take with them on a field visit. Another valuable task is the "dialogue as

citizenship instrument”, which prescribes a step-by step method of carrying on dialogue with students in regards to extra-sensitive topics, while monitoring student needs throughout and after the process.

Moreover, the **Portuguese** partners sent us an examples of novel university courses within initial teacher education which have only recently been introduced in an effort to combat diversity challenges based on a general resistance to teach diversity in the recent past. The Portuguese new course is Multiculturalism and Intercultural Dialogue and is offered by the Faculty of Humanities of Coimbra University for all students in initial training. The course introduces students to different models of teaching diverse ethnic groups, gives them an overview of adjusting and differentiating in the classroom together with original methods of contact for foreign pupils. It places large emphasis on cultural dynamics and the historical contextualization of multiculturalism along with the policies that have shaped it and continue to do so.

Social interaction and identity

This area of expertise concerns fostering healthy social relations between students and teachers of the host culture and migrant students, but importantly, also places emphasis on teachers’ knowledge of social psychology issues such as stereotype threat, deficit thinking and more. As we will see in the good practice examples here, there appear to be two different types of challenges with regards to tackling social interaction issues between diverse groups; one is faced by countries that have not been traditional migrant destinations and are characterized by homogeneity (as we will see in the case of Lithuania), and another is countries that, due to their geographical location, have in recent years attracted a significant number of asylum seekers and migrants, meaning that ethnic prejudice is faster to form and ameliorating racism becomes a priority (as in the case of Norway).

The **Lithuanian** partners have put forth a number of new courses scattered in universities throughout the country, though developing multicultural competence is largely a responsibility that has fallen on lecturers preparing specific study modules rather than teacher training. These courses vary largely in scope, looking at different aspects of inclusive teaching. Good examples include a Social Pedagogy course, Social Educational Work with migrants, Applied Linguistics and Intercultural Communication, and Ethnic Minority and Migrant Integration Course. A “Cultural Diversity” Course has commendably started their own *journal on diversity* calling on students to contribute their own pieces based on the topics that interest them. Their involvement and piece writing on the journal actually constitutes part of their grade for the course. What is similar across these courses is the urge for society as well as the student teachers themselves to engage in a topic (educational diversity) which is still often

neglected and little discussed in social circles due to the low number of ethnically diverse migrants. With efforts such as these, the country is making a substantial effort to prepare for a soon-to-be national issue that is yet to arise.

In their recognition of an inherent group thinking (us vs. them) and unconscious stereotype creation as still prevalent in most contemporary contexts, **Norway's** University College of Ostfold developed an activity for student teachers called *Design Your Neighbor*. In it, students are to explicate their own social values; they specify the requirements that a new neighbor must satisfy utilizing a variety of geographical, sociological, moral and political concepts. Through this lesson they are to discern how stereotypes form and solidify, with the ultimate expectation to “demystify” cultural differences, in addition to establishing a connection between one’s personal life and society. Students are hoped to become more mindful in their attitudes in terms of co-existence, communicate their convictions and values to others, as well as draw parallels between abstract concepts and their appearance in every-day visible interactions. In using this activity, the partners have observed that though the carrying out of the lesson is exceptionally easy, the debriefing and bridging section at the end is the most challenging, and indeed the most fruitful part of the process.

Parental involvement and school-community relationships

Fostering contact between a school and the parents of migrant students is often difficult due to either i) parents’ weak familiarity with the local language when they have only been in the host country for a brief time, or ii) the fact that these parents often work long hours to make ends meet meaning they have minimal time to devote to their children’s education, much less getting to know their teachers. Similarly, establishing connections between the students’ school environment, home environment and the community/neighborhood they reside in is often neglected with many schools proclaiming that managing the school environment itself is already a complex task on its own.

Croatia was the lone partner who offered a good practice example pertaining to this theme. The country offers very minimal academic expertise on tackling diversity, meaning that the weight primarily falls on civil society organizations. The project *Start the Change* is a non-formal education initiative with the primary objective to encourage democratic values, avert radicalization of low SES students and stimulate active intercultural citizenship in young people. The core principle that characterizes the project is comprising work with disadvantaged students and volunteering in the local community as a vital part of teacher education. Teachers are to be educated by experts on teacher-training and diversity with prime focus on leading young activists and volunteers, deconstructing prejudice, resolving conflicts

and enhancing creativity. Teachers from a large number of schools are meant to come in contact with each other and collaborate to make a plan to implement for the local neighborhood. Teachers are assisted by volunteers with good knowledge of the surrounding area with its potential diverse character. In addition, every school is assigned a mentor who is busy working them for the entire year.

The project will actually take place in three more countries and is a great effort both for the professionalization and further learning of teachers, as well as a great way to show the migrant communities that their integration is a priority, rather than a neglected facet of every-day life. Teachers get to learn more about how ethnically diverse students in disadvantaged neighborhoods spend their extracurricular time and develop real human bonds with them that extend out of the classroom. If relevant, it may also serve to diminish the prevalence of close-minded attitudes or deficit thinking from the side of the teachers. With the help of the volunteers and mentors, there is also potential to identify problems within families, instruct parents on how to best cope with children, even help these parents with their own acculturation. It is hoped that teachers who get a more varied look at the life of their students, instead of making assumptions solely based on their academic achievement, will not only be better able to create better rapport and relationships, but also identify multiple competences and help them with choosing their next professional steps as a mentoring figure.

Other Interesting Initiatives that do not fit the scope of Initial teacher Training

A commendable initiative which seemingly tackles all of the pedagogical subthemes was presented by the **Belgian partners**, via teacher educators rather than student teachers. It was noticed that despite the main teacher institutes in the city of Antwerp all offered courses on diversity, aspiring teachers in their vast majority evaluated these poorly in virtue of not being appropriate to apply in their real classrooms. Part of the challenge can be attributed to the city's superdiverse demographics as well as a significant number of underprivileged minority population. To that end, four of the main teacher training institutes in Antwerp collaborated to completely redesign their curriculums and re-conceptualize their mission in an effort to deliver teachers with real diversity-related skills.

University of Antwerp embarked on a plan to raise awareness of social disadvantage and provoke teacher educators to not only adopt a positive attitude towards changing it but actually acting towards mitigating its effects. Educators were free to choose their evaluation/assessment methods. Opportunities comprised but were not limited to: doing a work-placement for social non-profit organizations that support underprivileged adolescents, tutoring migrant secondary education students on specific subjects, and preparing a team report on touching culturally-controversial topics in the class.

At *Karel de Grote* University, educators have been called on to engage in a five year learning path. Educators could choose to attend diversity conferences with colleagues, do job shadowing in a school or organization for a few days, interview an organization which deals with ethnically-diverse disadvantaged families, write a literature review with colleagues, as well as take part in an internship at a super-diverse school. *Center for Adult Education HBO5 Antwerp* emphasized superior coaching skills of teacher trainer, especially relevant during student teachers final training internships in schools. Finally, the *Centre for Adult Education CVO Crescendo* called on their educators to delve deeper into diversity. In their observing of classrooms, teacher educators were called on to employ the *Universal Design for Learning Checklist* as an innovative tool for observing pupils. This empowered them to gain a deeper understanding of diversity and how it sometimes manifests itself in less conspicuous manners.

The Pedagogic Institute of **Cyprus** shared a number of diversity-relevant professional development activities they fulfilled throughout the last academic year. One such activity was afternoon seminars with tutorials on dealing with identities and diversities, and implementing an antiracist policy in school which teachers were fully familiar with and all parents within the school had to approve. Consequences for students or employees of the school that do not comply with this code have become clear-cut. Teachers have also been called upon to attend a number of conferences and workshops which focus on current issues; this years topic was “Sensitization of students against racism and intolerance and promotion of equality and respect in the context of the No Hate Speech Movement of the Council of Europe” as endorsed by the MOEC. All of these initiatives provoke the school environment to reconsider prejudiced attitudes and holds those with inappropriate discriminatory behavior accountable.

The partners from **Estonia** presented us with their “Supporting and Adapting Newcomers to the Schools” project. It is a 34 hour-long training course which involves numerous stakeholders within each school team; a member of the schools’ leaders (principal), two teachers, a member of the school’s support system (for instance a counselor or psychologist), a representative of the school owners, and a parents’ representative. Within the training, participants get to elaborate on widely held attitudes towards migrants, approaching *value conflicts* within the school environment, and addressing frequent problems and even legal issues related to students of varied cultural backgrounds. It is hoped that through this training more knowledgeable and more tolerant schools will be created, and the relevant stakeholders will be in better position to communicate with diverse students and attempt to gain an understanding of the cultural baggage they bring with them. They also hope to adopt a more culturally-

considerate viewpoint, as well as be taught about non-verbal behavior manifestations and improve their psychological contact skills.

Conclusions and Suggestions

The NAOS partners have collected resourceful, innovative good practices in initial secondary teacher education. As aforementioned, the nine countries all face diverging issues within education of diverse ethnic groups. Some, like the Netherlands, Belgium, and Greece have considerable expertise with super-diversity historically and demonstrate a more-in depth understanding of the collaboration necessary from various stakeholders to confront the challenge. They are already putting forth evidence-based suggestions for migrant students to rapidly grasp the local language and stimulate more inclusion and better participation within the classroom. Others, like Estonia and Lithuania have considerably lower numbers of diverse migrants within their borders but large numbers of minorities. They exhibit considerable sensitivity to the promotion of tolerance and are teaching the relevant stakeholders about the situation and historical baggage of such students. Countries like Cyprus, Portugal and Croatia are in a geographical position particularly susceptible to a large number of arriving asylum-seekers at a time of global unrest and are largely concerning themselves with preventing the formation of discriminatory practice and prejudice that is prone to happen in these cases. The instance of the Norwegian example displays an enthusiasm for experimentation and activity building that seeks to instigate critical thinking and introspective/metacognitive learning in students, rather than forcing ideas on them through regurgitating the same old concepts.

Another potential contrast we may take note of is a dichotomy of innovation vs. tradition. Some practices can be understood to be more experimental, while some are more culture-tested, with a smaller amount of pressure or demandingness to change instruction from the side of the teachers. This is also reflected in the fact that about half of the practices focus on courses (and so are chiefly theory-based), whereas others seek to combine practice and theory, usually falling into the more novel, experimental type. Finally, a number of these good practices are largely about developing *expertise*, whereas a few are more relevant to prompting a change in *values* for the teachers. To a great extent, these conceptual as well as practical differences go back to the aforementioned “agenda priorities of countries”. A lot of these dichotomies can also be partly explained by the degree of centralization within

a country's educational system. For instance, Greece, Cyprus and Croatia are highly centralized; Norway, Netherlands and Belgium permit their schools and teacher institutes a lot of independence; Lithuania, Portugal and Estonia would fall somewhere in the middle, with state and private institutions each playing their role on the professionalization of teachers.

The institutes' cooperation in Antwerp and the Dutch vocational assignments offer great examples of enhancing teachers' understanding of the background and funds of knowledge of their potential students, as do the Bachelor courses introduced by Portugal and Lithuania. They accentuate the need for teachers to become more careful and incisive observers of students' different capabilities and challenges, perceive the importance of keeping everyone engaged and involved, as well as ascertain that teachers view diversity in the class as an asset rather than as a disruptive force which they get to deal with. In the Antwerp case, teacher educators also get to become familiar with relevant organizations within the different neighborhoods that seek to help migrant students.

Critically, one thing that is relatively prevalent among many of the practices is the education of student teachers about the histories of migrants and diverse cultural groups. This is of course a key to delivering good teachers as it serves to transfer to all facets of knowledge and expertise of teachers. Learning about migrants' history informs teachers about the potential difficult conditions of different groups historically and contextually, provoking them to be more caring and sensitive. In addition, it helps them comprehend similarities in the challenges faced from a social viewpoint that they themselves can relate to depending on their national or familial history. By developing an interest in these stories, teachers can then also become interested to learn more about their students on their own, and are better able to perceive the advantages of culturally responsive differentiating in the classroom.

It is of course important to keep in mind that one example of good practice in initial teacher training within a country does not necessarily reflect the majority of efforts made there on the scope of diversity. The partners had complete freedom in selecting their own examples, so it is possible that there is a number of initiatives with emphasis on language acquisition or community/parental involvement despite their apparent lack of appearance here in comparison with pedagogy and social psychology.

However, if we are to draw any comparative conclusions from the entirety of our work within NAOS, it would certainly be that European countries should address the area of community and parental

involvement to a greater extent. For instance, the report prepared for primary education back in 2015 (Michoudi & Severiens, 2016) looked at courses/activities offered relevant to diversity by two institutes from each country. From a total of 109 number of courses obtained between the nine countries, only 11 were related to parental involvement and a meagre number of three were related to community relationships. When talking about secondary education, we are referring to adolescents who are volatile, warm-blooded characters building their identity who are just starting to become truly involved in their societies. Especially considering that migrant populations are frequently secluded in particular low SES districts within cities and their out-of-school environment at times involves segregation in their friendships and interactions, a more consistent effort is crucial. The school environment only constitutes a small part of a student's holistic education. In professionalizing teachers to reach migrant populations more adequately, we require more initiatives that aim for the school environment to relate to the local community. Only then can a teacher be thought to have a true understanding of the condition of their disadvantaged students.

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