**Teacher training for diversity in primary education**

NAOS Questionnaire, April 2015

**Aim:**

This questionnaire aims to investigate to what extent and in which ways teachers are prepared or trained (both pre-service and in-service) to teach in diverse classrooms in the European countries involved in the NAOS network. The results will be included in the NAOS Handbook Teacher Training for Diversity. This Handbook will be available online. This Handbook will be relevant for teacher training institutes as it will present a comparative view on the prevalent teacher trainings around Europe. The Handbook can be used for gaining inspiration and new ideas for developing curriculum in the area of teaching for diversity. The Handbook will also give the institutions the chance to reflect on their own practices

 *Note: The term “diversity” in this questionnaire refers to ethnic and cultural diversity (minorities, migration).*

**Instruction:**

Please conduct an interview at two Higher Education institutions for teacher training for primary education, using the questions below. We advise you to interview the dean of the institute or a person with a broad overview of the curriculum. Please choose institutes that offer courses on diversity. You can either conduct the interviews yourself or forward the questionnaire link (<http://www.risbo.org/teachertrainingpo/> ) to the dean (or other) and ask him or her to complete the questionnaire. Another possibility is to ask for a manual of the curriculum and course descriptions and use that for completion of the questionnaire.

Please keep in mind the language, as the answers should be in English.

Please make sure that the questionnaires are completed by the 20th of May.

For more information, please contact Dimitra Michoudi (420189dm@student.eur.nl)

Thank you so much, Dimitra Michoudi, Sabine Severiens and Tom Tudjman

1. PRE-SERVICE TRAINING
2. 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
1. 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.

1. 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
1. 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.

1. 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
1. 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.

1. 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
1. 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.

1. 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
1. 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.

1. OTHER AREAS OF EXPERTISE
2. Does the institution offers relevant courses that you cannot categorize in only one of these categories but pay attention in diversity issues?
* yes
* no
1. 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.

1. PREPARING FOR DIVERSITY IN PRACTICE
2. In what ways is (teaching for) diversity in practice incorporated in the curriculum (e.g. in internships)?
3. EFFECTIVENESS OF THE TEACHER TRAINING PROGRAMME
4. 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.
5. 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: ………………