

Preparing teachers to enhance learning in a multilingual, multicultural and migrant context

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The aim of the presentation

To present some conclusions and recommendations

- of research on how to prepare teachers for teaching in multi-cultural settings and
- of the ENTEP project: 'Preparing Teachers to Enhance Learning in a Multilingual, Multicultural and Migrant Context'.

Comparative analysis:

- Concepts of cultural diversity
- Concepts of dealing with diversity
- Teachers' competences
- Tensions between European, national, institutional
- Structure of courses/modules

Teacher education in dealing with diversity is not widely recognised as being important, is lacking in coherence and status (Stîngu, Marin & Ion 2016).

Recommendations for teacher education programmes:

Developing effective inclusive practice is not only about extending teachers' knowledge, but it is also about encouraging them to do things differently and getting them to reconsider their attitudes and beliefs. In other words, it should be about 'knowing', 'doing' and 'believing' (Rouse 2008).

Recommendations for teacher education programmes:

- Clear awareness that every child has a right to education and that every child can learn (Florian 2007).
- Student teachers need to view diversity as a resource and not as a problem (Taylor & Sobel 2001).
- Social inequalities are produced and perpetuated through systemic discrimination and justified through an ideology of meritocracy, social mobility, and individual responsibility (Villages & Lucas 2002).
- Bridging home and school knowledge, languages (Weber 2016).
- Content-based learning (Weber 2016).

Recommendations for teacher education programmes:

- A cognitively demanding curriculum (Weber 2016).
- Focus on student teachers' beliefs, perceptions, attitudes and expectations regarding others (Symeou et al. 2009).
- To make explicit student teachers' implicit beliefs (Jordan, Schwartz & McGhie-Richmond 2009).
- Not to rely heavily on parental support (Luciak & Liegl 2009).
- Models of internship (Sharma, Forlin & Loreman 2008; Sleeter 2001; Villages & Lucas 2002; Kidd, Sanchez & Throp 2005, 2008...).

Recommendations for teacher education programmes:

- Student teachers' mobility (Elsner & Worek 2016).
- Admission criteria for teacher education institutions (Peček & Macura-Milovanović 2015).
- Student teachers with immigrant background.
- To confront teacher educators' attitudes, stereotypes, prejudices.

**THANK YOU FOR YOUR
ATTENTION!**