



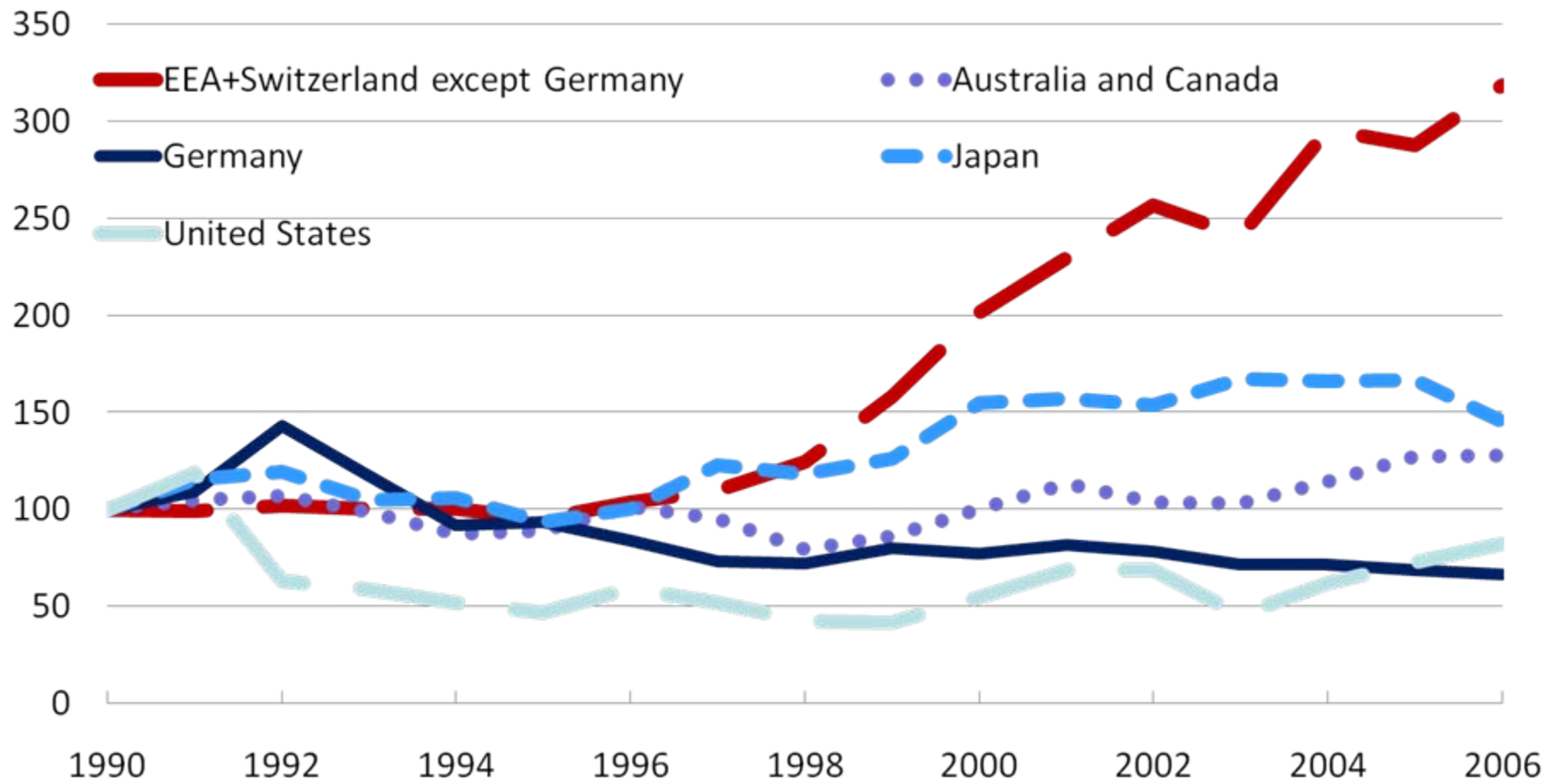
Teacher Education for Diversity

Mihaylo Milovanovitch

**ERI SEE regional seminar
on teacher training for
inclusive education**

Zagreb, 28 May 2009

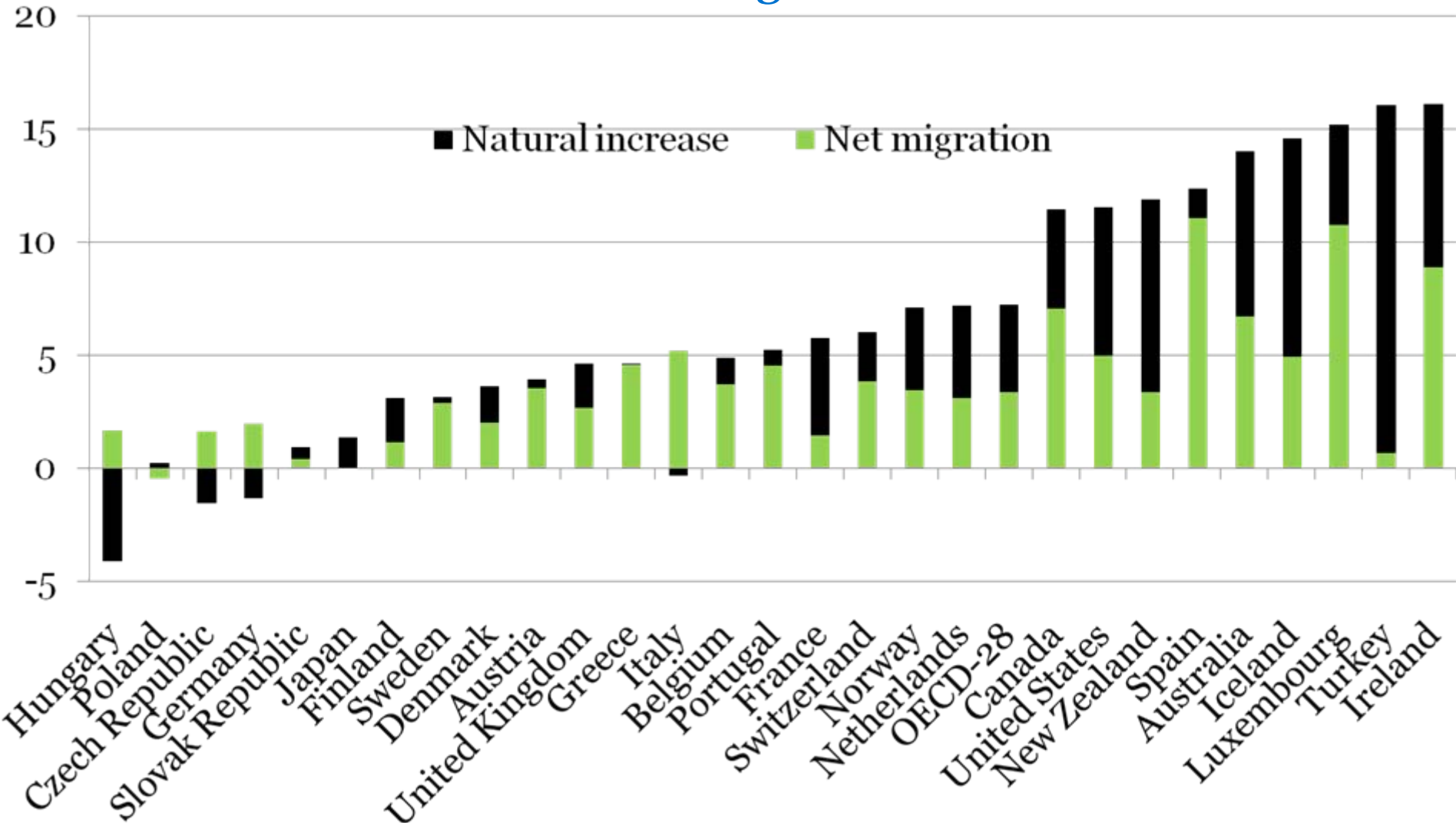
Immigration into the OECD area has increased over the past fifteen years



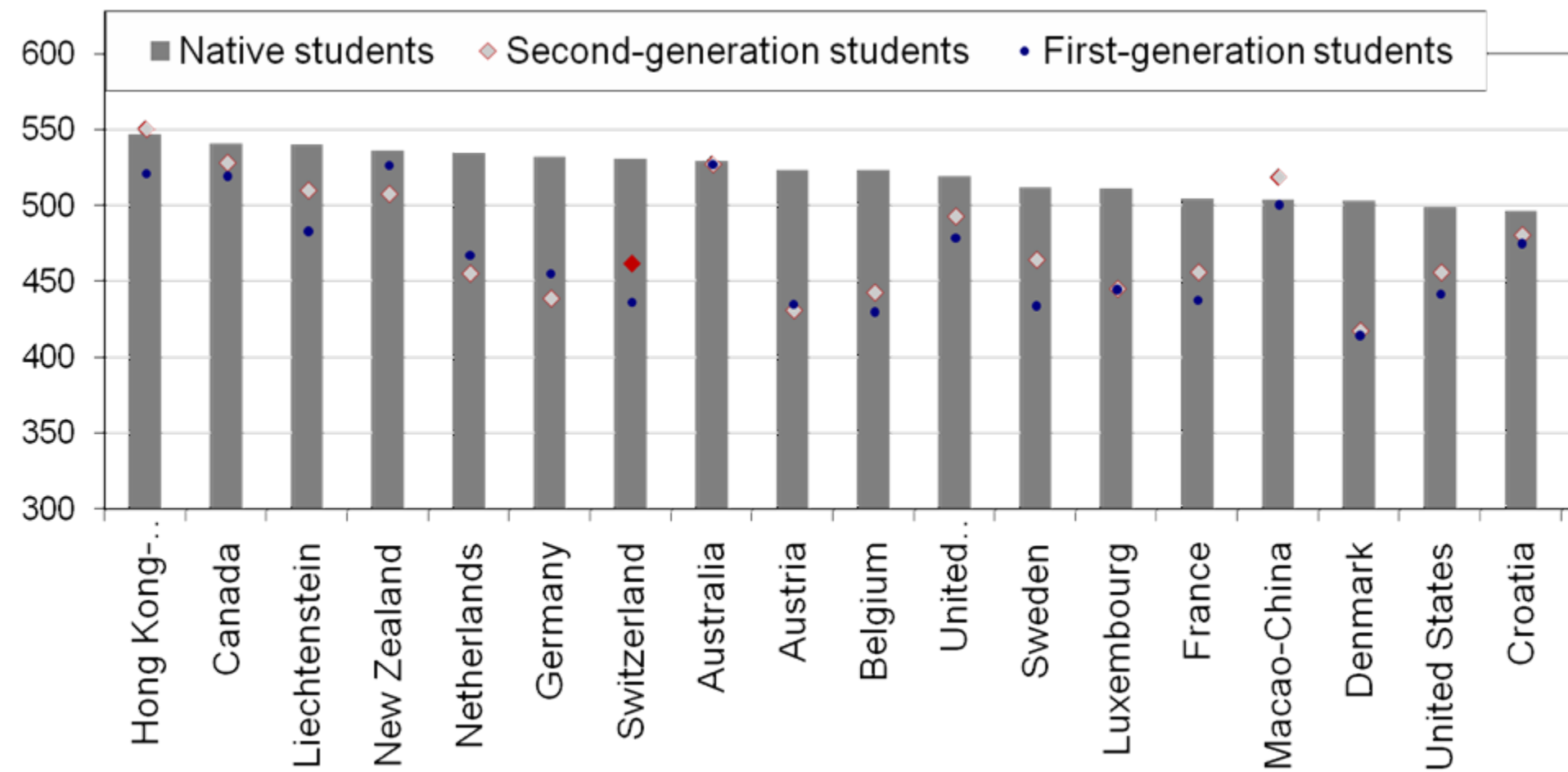
Gross inflows of foreigners in selected OECD countries, 1990-2006, 1990=100

Net migration and population growth

Percentage change in population 1996 to 2006 and contribution of net migration



Student performance on PISA 2006 by immigrant status



Teachers Matter

- **Countries report serious concerns about:**
 - maintaining an adequate supply of good quality teachers
 - long-term trends for the teaching workforce (e.g. fewer “high achievers”, fewer males, ageing)
 - perception of initial teacher education as low quality, with little connection to induction and on-going professional development
 - high rates of teacher attrition, especially among new teachers

CERI Teacher Education for Diversity: Why?

- “Social Inclusion”,
- “Effective learning and teaching practices”
- “Promoting social mobility and inclusive education”
... defined as key goals by OECD countries.
- Individual countries, experts and analysts “pushing” these issues into the OECD agenda
- “Migration” a priority of Secretary General

Teacher Education for Diversity (TED)

- Origins and Rationale:
 - Focus on scientific basis of what is often a politicised debate.
- Goals:
 - Identify **common challenges** related to diversity issues confronted by countries and practitioners
 - Share **experiences and examples** of good teacher education and classroom practice for diversity in:
 - Pre-service Teacher Education
 - In Service Teacher Education
 - Training for Teacher Educators

TED: Project activities

- Systematic review of relevant research on education and migration
- Online consultation with practitioners
- Analytical framework and report

Timeframe: 2008-2010

TED: Project activities – research review

- Analysis and synthesis of research on migration and integration best policies in 36 countries
- Initial capture: 4000 articles. No synthesis possible on teacher education
- Diverse notions about “diversity”
- Summary: no robust empirical evidence on what really works in terms of policies or programmes

TED: Project activities – consultation

Background:

- Good data on *learning*
- Growing body of knowledge on *teaching*
- Very little on the link between the two, and especially on effectiveness of how teachers are prepared to deal with diversity in their classrooms.
- Consultation: “hear the voice” of practitioners on how they deal with diversity on a daily basis.

Online Consultation: key messages

- Majority of practitioners responding reported that sensitivity to diversity issues is important

AND

- Majority reported that diversity issues are covered in initial teacher education

Online Consultation: key messages, cont

However:

- 2/3rds of teachers: teacher education is preparing teachers to be *not at all* or only *somewhat* well-prepared
- Majority of responding teachers and teacher educators reported no formal evaluation of the strategies

Preparing Teachers for Diverse Classrooms

- *We know:* Difficulty in attracting and retaining diverse teachers and student teachers
 - Ethnic minority students dropout: poor quality of programme, other ‘small’ factors (Severiens & Wolff, 2008)
 - *Teachers report:* Teachers less diverse than students in classrooms
- **How to recruit and retain diverse student teachers and teachers?**

Teacher Development for Diverse Classrooms

- *We know:* Ongoing teacher development critical for effective teaching and learning (Teachers Matter (2005) ; Staying Ahead (1998); TALIS)
- *Teachers report:* Practitioners do not feel well-prepared to effectively handle diversity issues
- How can we respond to teachers' needs through in-service education/professional development?

Classroom Practices for Diversity

- *We know:* Evaluation crucial tool in individual and organisational learning (Value-Added Report (2008), Caldwell & Spinks (1998)).
- *Consultation:* Teachers & teacher educators reported various strategies used to address diversity challenges.
 - Majority not (or only informally) evaluated.
- **How to effectively evaluate pedagogical tools and strategies?**

Next steps

- **Publication of analytic report**
- **Launch of empirical field work**
 - Call for case studies
 - Looking for examples of good practice
 - Looking for tools that teachers can adapt to their own classrooms

Thank you!

www.oecd.org/edu/ted