CONTENTS

CHAPTER 1

THE COUNCIL OF EUROPE PROJECT ON "POLICIES AND PRACTICES FOR TEACHING SOCIO-CULTURAL DIVERSITY"

1.1. Introduction

The Final Declaration of the Conference of European Ministers of Education (Council of Europe, 2007) recommends:

> promoting, in member states, education and training for teachers, educators, school heads and other educational staff in the formal and non-formal sectors in order to make teaching staff better qualified and more professional; to this end, identifying examples of good practices to be used as guidelines for specific EDC/HRE syllabuses in order to improve the initial and in-service training of teachers and define the basic skills needed to teach democratic citizenship and human rights.

Work on the conceptual framework of the new project on "Policies and practices for teaching socio-cultural diversity" went on throughout 2005 in the Secretariat and in the Bureau of the Steering Committee for Education (CDED). It was adopted at the committee's plenary session of October 2005.

The Faro Declaration on the Council of Europe's Strategy for Developing Intercultural Dialogue, adopted in October 2005, at the end of the celebrations marking the 50th anniversary of the European Cultural Convention, defined several lines of action pointing to future priorities for intergovernmental co-operation in the education sector, tallying with the concerns expressed by the Ministers of Education at their Athens conference (Council of Europe, 2003), such as:

- respect for cultural rights and the right to education;

- the introduction of inter-sectoral policies promoting cultural diversity and dialogue;

- development of knowledge of history, cultures, arts and religions;

- support for cultural activities and exchanges as a means of engaging in dialogue;

- the strengthening of all the opportunities for teachers to obtain training in the fields of education for democratic citizenship, human rights, history and intercultural education.

1.2. Teacher education: a priority for Council of Europe intergovernmental co-operation in the field of education

In order to take action on the political priorities set by the Ministers, the Council of Europe's Steering Committee for Education (CDED), in 2006, stepped up its activity on teacher education through the gradual introduction of training modules for teacher education in several fields of activity. While the emphasis was placed mainly on the production of teaching materials, the development of new skills remains a constant concern, especially the way teachers acquire new skills in a context of constant change of the teaching profession and new challenges the profession is facing in today's societies.

The Council of Europe has therefore initiated the creation of a common reference framework across the European countries, encompassing "core" competences for teacher education. These competences may serve as a basis in preparing teachers for working in a context of socio-cultural diversity (see *Concepts, principles and challenges in teacher education* - Volume 2 in project series).

1.3. The project and its objectives (2006-2009)

Teacher education institutions have a crucial role in the process of developing competences for diversity in education. The "Policies and practices for teaching socio-cultural diversity" project is intended as a response to certain key questions connected with initial teacher education and the introduction of common principles in relation to the management of school diversity. It is therefore addressed both to education policy-makers, and to teacher educators.

The Steering Committee for Education wished to develop this project through three separate phases:

1. Phase 1, 2006-2007: analysis of the teacher education programmes available in a number of states to provide teachers with the skills they need to manage culturally diverse classes;

2. Phase 2, 2007-2008: preparation of a skills framework for young teachers relating to education for diversity;

3. Phase 3, 2008-2009: preparation of reform guidelines through training sessions and the raising of awareness among the main parties.

The project has two main features:

1. It relates to teaching and teacher educators whose job it is to prepare new generations for a future of variety and differences;

2. It regards socio-cultural difference not as a neutral concept, but as one accompanied by discrimination and inequalities which need to be

combated through dynamic national policies, one of the Council of Europe's major concerns.

1.3.1. First phase (2006-2007)

When we talk about teacher education, we are thinking in the first instance of initial or pre-service teacher education programmes of study. However, when intending to promote changes, other aspects of policies and of regulating teacher education institutions are equally worthy of consideration. These include admission policies, recruitment policies, professional development of teaching staff, the place held by research and development work and the way in which life is organised within teacher education institutions and links with the community. All these aspects were the subject of a survey which the ad hoc advisory project team (ED-DS) set up. 18 member states contributed with country reports, and 14 teacher education institutions took part in the survey.

The survey was conducted in two stages:

- drawing up of national reports on initial teacher education in socio-cultural diversity on the basis of a common questionnaire (in 18 countries);

- semi-structured interviews with different target project teams (from 14 teacher education institutions).

The national reports covered the following aspects of teacher education:

- policies;

- curricula and syllabuses;

- teacher qualifications;

- initial teacher education institutions.

The semi-structured interviews were conducted in teacher education institutions, with three target groups:

- academic managers of teacher eduction institutions (directors, principals, deans);

- teacher educators and educators;

- new teachers who had recently left these institutions.

The main results of the surveys together with a comparative analysis and recommendations aimed at policy-makers in the field of teacher education, has been published in the report *Policies and practices for teaching socio-cultural diversity – a survey report* (Volume 1 in project series).

1.3.2. Second phase (2007-2008)

Our approach to teacher education in socio-cultural diversity initially had three main aspects :

- acquiring knowledge: enabling students to acquire a basic knowledge of diversity;
- managing diversity: being able to adopt appropriate attitudes and employ suitable methods for taking account of the diversity of a project team of pupils;
- enhancing the value of diversity: creating the conditions for promoting diversity and developing an environment conducive to integration and inclusion (see Volume 1).

A workshop on these themes held in Strasbourg in November 2007, brought together experts from 15 countries within the ad hoc advisory project team.

On the basis of discussions at the workshop and by the project team, it was possible to:

- specify in more detail the theoretical framework of diversity in terms of concepts, principles, and challenges for teacher education;
- discuss further knowledge and skills about diversity and inclusive practices that new teachers need in order to work meaningfully;

The results of the second phase was the publication *Policies and practices for teaching socio-cultural diversity – concepts, issues and challenges for teacher education.* (Volume 2).

1.3.3. Third phase (2008-2009)

This phase involved developing a framework of competences. The Project team decided to analyse teachers' needs in greater depth, concentrating on newcomers to the profession, in liaison with the initial primary teacher education institutions. The studies conducted during Phase 1 showed that initial training was seldom practical enough to enable young teachers to cope with the diversity which they met in their classrooms. Drawing up a list of competences was, obviously, not a solution in itself, but it did provide a optional basis for improving provision for future teachers' needs within the initial primary teacher education programmes. In order to broaden the scope on the discussion of competences, it was decided to organize a selection of national Consultation Tables. The Consultation Tables

were aimed at informing and discussing the competences with key stakeholders and considering the competences from national and thematic perspectives. Four countries, represented by members of the project team, were selected to host Consultation Tables: Austria, Bulgaria, Cyprus and Estonia.

Meetings held in each of these countries gave project team members the opportunity to present their work, explore local experiences and engage in discussions with member state officials, government officers, teacher educators, managers, researchers, principals, teachers and students. These discussions showed how to adapt the competences, as defined by the project team, to the reality "on the ground".

4.1. Socio-cultural diversity

The development of competences is based on certain assumptions and concerns about the notion of socio-cultural diversity. The concept is discussed in the preceding publication of the project *Policies and practices for teaching socio-cultural diversity – concepts, issues and challenges for teacher education* (Volume 2). A short extract of the assumptions underpinning the work and the result in terms of competences that is being reported in this volume is presented here

In terms of education policies, valuing diversity is a principle introduced in the late 1990s by the Council of Europe. The principle, defined as such by the 21st session of the Council of Europe Conference of Ministers of Education (Athens, November 2003), is based on the assumption that diversity represents an added value to both local communities and to society.

Diversity is a concept with multiple connotations and interpretations that are culturally, socially and historically embedded. Just like democracy, citizenship, civil society, equity or interculturality, diversity is a term that becomes explicit through the activities involved rather than by means of an all-embracing definition.

The implicit meanings of diversity are, however, broad enough to be applied in relation to a large community of practitioners and researchers, academics and policy makers with varied social and cultural backgrounds. Rather than defining diversity, it is possible to pinpoint some basic assumptions about human beings and socio-cultural diversity drawn from a variety of sources (international policy documents and research) that are of particular relevance to education and to teacher education in this respect :

- All human beings are unique;
- Individuals and groups of individuals have the capacity to differ from other individuals or groups with whom they live. It is the result of the

individual's inherent characteristic of being unique in terms of culture, experience, skills, physical and mental features, morals, interests, attitudes towards and concepts of the world. Some types of diversity are regarded as 'natural' or genetic rather than 'cultural', for example, skin colour, gender, and certain forms of disability. However, such characteristics may become differentiated in a hierarchical manner and subject to discrimination, varying over time, location and circumstances. But apparently 'natural' diversities may also be 'cultural' as diversities are embedded in particular political, cultural and relational contexts. Being and/ or feeling disabled depends on how society and environments are designed: for example, the extent to which the physical and social environment is constructed for facilitating or hindering participation for individuals and groups;

- Human beings are culturally shaped in the sense that they grow up and live within a culturally structured world. But people are not determined by the culture they have inherited. They may accept it uncritically, but also revise it or, in other ways, if needed, overcome some of its influences and views (Gutmann, 1999). The human heritage and historical experience is actually the result of the interdependencies and equilibrium forged between individuals, communities and types of civilisations;

- Diversity in a particular society or cultural context is structured in particular ways that may imply hierarchies, based on, for example, gender, skin colour, ethnicity, religion, sexuality, ability. Such structures are not stable but are over time subject to change;

- There is an internal plurality of each culture, which may be taken for granted, be contested, or represent continuous discussions, and sometimes even imply violence and seclusion;

- Although diverse, people have always had to interact and co-operate, to find sustainable social forms of living together. The more diversity, the more necessary to gain a common ground or unity acknowledging the inescapable and desirability of cultural diversity and intercultural dialogue (Parekh, 2006);

- Human beings are not solely characterized by their differences, but also by their similarities or what they have in common as human beings, a basic assumption on which human rights are erected.

These assumptions and considerations underpin the project, and should be taken into account when competences are discussed and plans are made for teacher education programmes.

This publication (Volume 3 in the project series) has key competences as a focal point, opening up for discussions about what is needed both at the level of teacher education institutions, schools and individual teachers. In this volume it has been equally important to give space for the process of developing competences for teaching socio-cultural diversity. In this respect the work of the project team, in combination with the series of Consultation Tables, have turned out to be vital for the results of the project as a whole.

The experience gained from the Consultation Tables go beyond the 'consultation' aspect. Their function turned out to provide interesting information and background to understand the importance of national backgrounds and particularities for the implementation of the competences. They emerged as having qualities as a particular method of reciprocal learning which will be outlined in the following chapter.

CHAPTER 2

THE CONSULTATION TABLES

2.1. Introduction

Consultation Tables were used as a method to reflect upon and modify a set of competences on diversity for teacher education. An initial framework of competences, based on the analysis of the country reports (Arnesen et al., 2008; Volume 1 in project series) and the analysis of concepts and issues relating to socio-cultural diversity (Council of Europe, 2009; Volume 2 in project series), was developed at the end of 2007. It was necessary to ensure that the framework of competences was valid and acceptable to the intended recipients, teacher educators and managers of teacher education institutions and thus a method of Consultation Tables was established with the following explicit aims:

- To consider the relevance of the competences within specific country contexts;
- To gain insights into the challenges faced within specific country contexts;
- To obtain feedback on necessary modifications to the competences;
- To gain an understanding of the necessary conditions within teacher education for developing teacher competences and the implications for policy and practice;
- To obtain examples, from practice and research, which may help to illustrate the competences.

Austria, Cyprus, Bulgaria and Estonia agreed to each host a Consultation Table under the leadership of members of the project groups from these countries. There was diversity in the contextual features of the countries and each of the Consultation Tables illuminated a particular theme of relevance for diversity issues in teacher education programmes. The theme of each of the Consultation Tables related to the specific features of the host country:

- Graz, Austria: Language diversity and competences of New Teachers (February 2008);

- Nicosia, Cyprus: Inclusion and teacher competences on diversity education (June 2008);

- Sofia, Bulgaria: Ethno-cultural diversity and competences of New Teachers (September 2008);

- Tallin, Estonia: Diversity and the induction of new teachers (October 2008).

In order to facilitate access to reference and working documents and to encourage dialogue with Consultation Table participants, a co-operative space was opened on a Moodle platform, hosted by Cyberlearn, the HES-SO e-learning centre, Sierre, Switzerland and this included a discussion forum, with 112 participants registered.

2.2. The Consultation Tables method

The Consultation Tables were used as a vehicle for change by facilitating discussions in which learning would take place by all of the parties. This emphasis on reciprocal learning made the Consultation Tables distinctively different from events in which the emphasis is on dissemination and where feedback may be incidental and/or cursory. Reciprocity is a central concept in social capital theory (Bourdieu, 1986; Putnam, 2000; and Allan et al, 2009) and was seen as appropriate for emphasising the relational nature of the Consultation Tables and framing them as exchanges among people with different levels and types of expertise, with all those involved considered to have something to both give and receive. This framing involved adapting the notion of 'expert', as denoted by the Council of Europe, from one which posits individuals as informants with particular expertise to offer, to a more facilitative, developmental, and sometimes challenging, role. The expert member of the project team in each country in which the Consultation Tables took place was viewed as an 'expert insider', with detailed knowledge of contextual features of the country and the specific issues. This was important in guiding the structure, practices and ethos in each of the Consultation Tables and advising the other members of the project team.

2.3. The Consultation Table reports

The following section contains reports from each of the Consultation Tables held in Austria, Cyprus, Bulgaria and Estonia. In each case the rationale for the main focus of the Consultation Table and the context in which it took place is presented. The selection of participants, and the rationale for their inclusion is described and the Outcomes, including the key issues and themes emerging and follow up activies, are presented. The four Consultation Tables do not constitute a representative sample across Europe, but each one had strong representation from relevant teacher education stakeholders and reflected an important aspect of diversity. The reports of the Consultation Tables below, as well as highlighting particular contextual features and specific diversity issues, reflect the progression and refinement of the competences as the project developed. They may also serve as a model for organising further Consultation Tables by countries interested in introducing a framework of competences.

2.3.1. Consultation Table 1: Austria (Organiser Elisabeth Furch)

The 1st Consultation Table was held in Graz, Austria on 21-22 February 2008. It was organized in co-operation with the Federal Ministry of Education, Arts and Culture of Austria and took place at the ECML (European Centre of Modern Languages).

2.2.1.1. Main topic and context

The focus of the first Consultation Table was on "Language Diversity and Competences of New Teachers". This was related to an ongoing discussion about the language learning needs of established minorities and those who had settled in Austria more recently.

A Council of Europe initiative involving policy makers, experts and practitioners in different fields of education had identified some structural problems in the

field of language learning and teaching in Austria (Language Education Policy Profile, 2006-2008). The change of law concerning teacher education at "Pädagogische Hochschulen" (Universities of Education) in Austria 2007 established new curricula, but these are still in the process of implementation and some changes, especially in the area of widening up the range of languages being taught, have to be considered.

In Austria, pupils whose mother tongue is a language other than German are not taught in separate schools or class, but are educated alongside Austrian pupils whose mother tongue is German. Pupils whose competence in the German language is not yet sufficient to follow classes held in German are admitted as so-called ex-matricular pupils for a maximum period of two years. Curricula for German as a second language (GSL) have been developed for compulsory schools (primary schools, general secondary schools, special needs schools, pre-vocational schools) as well as for academic secondary schools and medium-level and higher-level commercial schools. However, due to limited resources, pupils rarely receive the maximum number of lessons recommended.

Mother tongue instruction is part of the mainstream school system, and teachers are employed by the Austrian school authorities like all other teachers. However, this is offered on an optional basis. Currently, instruction is being offered in schools in the following languages: Albanian, Arabic, Bosnian/Croatian/Serbian, Bulgarian, Chechnyan, Chinese, Farsi, French, Hungarian, Italian, Macedonian, Pashto, Polish, Portuguese, Romanian, Romany, Russian, Slovak, Spanish and Turkish.

Each of the nine provincial school boards (Landesschulräte) has established school counselling centres for immigrants. In addition, local school counselling centres in some provinces offer information and support to teachers, parents and pupils. These frequently operate in close co-operation with non-educational local institutions.

2.2.1.2. Participants

A range of groups of educational professionals from Austria were invited to join the Consultation Table. To ensure lively participation, every attendee received leaflets including short summaries of nearly all the presentations before the presentations. Thus they had the possibility to inform themselves beforehand and reflect on the current issues. The invited groups were as follows:

- Policy makers from the Ministry of Education, Arts and Culture, ECML and ÖSZ);
- Experts, with research knowledge, in the field of Language Diversity;
- Education professionals presenting examples of current practice;
- Managers of Pädagogische Hochschulen and Universities in Austria
- Teacher Educators of Pädagogische Hochschulen in Austria;
- Teacher students of Pädagogische Hochschulen in Austria;
- Newly qualified teachers (who had started teaching not longer than five years ago);
- Members of the project team and international experts invited by the Council of Europe (from 12 countries).

2.2.1.3. Outcomes

The importance of intercultural education for mutual understanding between pupils of various social, cultural and linguistic backgrounds and to combat Euro centrism and racism was underlined in the formal presentations. Mrs Elfie Fleck, head of the division "School and Migration" at the Austrian ministry of education, culture and arts, pointed out that intercultural education was introduced as a so-called "educational principle" in the early 1990s, primarily a recommendation to teachers to take certain aspects into account across the curriculum.

At this point of the project, the outline of the competences that was presented (a brochure) was more detailed and complex than the one put forward in this volume. The following key competences were presented:

- To possess knowledge about different kinds and dimensions of socio-cultural diversity;

- To promote positive communication within the school environment in relation to socio-cultural diversity;

- To be sensitive to socio-cultural diversity;

- To be able to manage educational settings related to socio-cultural diversity;

- To be able to promote active and equal participation in the situation of socio-cultural diversity in the school/classroom/community.

Each one of these competences was accompanied by a definition, an argumentation and the main aspects of each competence and how they relate to the actual work that teachers are faced with.

The competences and needs of future teachers were discussed in small groups. The participants appreciated the philosophical embeddedness of the competences. The competences seemed to provoke critical thinking and reflection and were obviously a starting point for further discussions about socio-cultural diversity. In particular, the discussions in small groups gave enriching inputs for the further development of the competences. One important point was the usefulness of the competences in general, then the discussion of each one of the competences. However, some participants (particularly some of the students) expressed the view that the complexity and the wide range of competences presented seemed both highly demanding and somewhat overwhelming. We were advised to place more emphasis on the process of developing the competences than was evident in the brochure.

Language was the main focal point of the Consultation Table. It was argued that the variety of languages brought into the classroom by children presented teachers with considerable challenges. It did, however, also create new opportunities in teaching. There is a limited supply of school textbooks and learning materials, particularly addressing multi-lingual pupils. These means that teachers have to produce their own books and materials. Another problem is that the production of materials is very expensive and it is not always possible to print them.

The legal basis for learning minority languages was reported to be well developed, but the implementation process needed to be intensified. Different reasons were given for the limited use of legal frameworks thus far, including recruitment policies, lack of information, insufficient interest of pupils, parents and teachers, readiness for learning employment, possibilities for adult education, importance of the minority languages in relation to English or French and less functionality of the languages in everyday life in society).

There was a general agreement that the competences, perhaps in a more simple version without it being simplistic, should be integrated in the new curricula of universities of education throughout Austria.

Examples of practice in Austria in the field of teachers' competences on language diversity were provided. These included pre- and in-service training. Policy implications for teachers' education were identified. In addition, there were special inputs at Round table sessions, some in small discussion groups dealing with the following issues:

- Research outcomes within the field of language diversity in Austria:
- Language diversity surprises in Austrian classrooms;
- Multicultural kindergarten in Vienna – Necessary changes?
- Language diversity in the curricula of teacher education Institutions in Austria;
- Projects and initiatives in the field of language diversity in Austria.

A number of outcomes of the Consultation Tables can be reported. The discussions about language teaching and learning continue and further meetings with policy makers and experts in different fields of education will take place. Teacher education institutions are hosting seminars such as "German as a second language" and "New needs for teaching in cultural and lingual heterogeneous classes". New curricula will be installed. The Ministry of Education has funded a series of seminars especially for teacher educators called "Train the Trainer" focusing on diversity. The Ministry of Education has also established a working group for finding out current needs for new teachers in this field. As a more general consequence of the project, a group of eight experts have applied for a new COMENIUS-project called e-Agora which focuses on dealing with socio-cultural diversity in teacher education.

2.2.2. Consultation Table 2: Cyprus (Organizer: Pavlina Hadjitheodoulou Loizidou)

The 2nd Consultation Table was held on 5-6 June 2008 in Nicosia, Cyprus and was organized by the Ministry of Education and Culture of Cyprus in co-operation with the Cyprus Pedagogical Institute.

2.2.2.1. Main topic and context

The main focus was on "Identity, Inclusion and Teacher Competences on Diversity Education". Cyprus, like many other countries (Johnson, 2003, Kamali,

2000, Rego and Nieto, 2000), is gradually moving away from the seemingly culturally homogeneous place it may have considered itself to be in the past. In recent years, pupils from other countries and of diverse ethnic origin started to attend in greater numbers public schools in Cyprus. A partial lifting of the restrictions for access to the Turkish occupied area since April 2003 has further exposed members of the two Cyprus communities to each other. The number of Turkish Cypriot pupils in Greek Cypriot schools, as well as the numbers of children of asylum seekers who enter Cyprus through the buffer zone, have increased.

In October 2002, the Cyprus Ministry of Education and Culture sent out a directive to the Greek Cypriot primary schools (Υ.ΠΠ 7.1.19.1/ 3, 29-10-03), emphasizing that schools had become "multicultural". Suggestions on activities and material that could be used in schools in order to implement an intercultural perspective in class and the school were proposed. The objective of the directive was to confront demographic changes and stereotypical thinking, to recognize multiple identities and to meet the educational needs of all children. The suggestions covered language activities for teaching Greek as a second/ foreign language as well as activities implementing special methodological strategies and "multicultural" aspects of life, aiming implementing class cultural and folk items in order to achieve cultural and social inclusion.

According to Katsikas and Politou, (1999) and Tronya, (1992) such measures as these taken by the Government are inadequate for the task, not taking into account issues of inequality, poverty and power. Today the standard education offered in schools is still a long way from being intercultural or being used in an intercultural frame of reference. This is due to the fact that the current National Curriculum and most school books were designed and implemented in the 1990s. The National, Curriculum (1996) presents perspectives on the world and facets of social interaction that do not deal with socio-cultural dimensions of diversity.

Gregoriou (2004) and Demetriou (2008) argue that both researchers and the Ministry of Education and Culture have adopted a romantic and superficial, non-reflective view of the focus on the other, excluding the self from the analysis of the social situation. The absence of a philosophical background and cornerstone in the Ministry of Education and Culture rhetoric has trapped intercultural education policies and strategies in folklore foci of the culture of the "other".

Recently a discussion aimed at redefining diversity, influenced by the concept of critical intercultural education, has emerged in Greece and Cyprus. Within this new discourse notions such as empathy, solidarity, critical awareness and equal opportunities for participation in the global civilisation are essential (Gotovos, 2001, Govaris, 2004). For socio-political and historical reasons the debate started in Greece. The intention has been to move away from issues of ethnic origin and move forward to dimensions such as accessibility, participation and responsibility. The point of departure is pluralism and heterogeneity. This approach is aimed at identifying, fighting and eliminating social, economic, geographical barriers and obstacles to accessibility participation and responsibility (Govaris, 2004; Gotovos, 2002; Damanakis, 2000). Seemingly "non-bridgeable" differences between people are scrutinized from new perspectives on "us" and "the other" in regard to opportunities for development (Gotovos, 2001).

The application of the competences in relation to the content of teaching practice in teacher education programmes in both Greece and Cyprus focused on the absence of pedagogical initial training in secondary education in Greece and the introduction of induction courses in Cyprus from 2009. Any changes should focus on teachers' need for knowledge on how for example and relate to the issue of learning Greek as a second language, acquiring academic language competence and to parental involvement in education aspects. (e. g. helping with homework). Besides there are inadequacies in both countries as regards the implementation of methods and the use of different materials in order to face the main problem related to diversity in school, which is underachievement. However, ommon language and historical issues have encouraged close co-operation between Cyprus and Greece in terms of educational policies and materials. It was mentioned that there is no room for new models for organization but depending on recourses available there are two option, either to put migrant students in the classroom or to provide additional help (for example in the afternoon).

Within this context the 2nd Consultation Table held in Cyprus aimed at connecting the work of the project team on competences with the views on diversity, identity and inclusion developed in the discourse described above in Cyprus and Greece.

2.2.2.2. Participants

In order to achieve the exchange of a broad range of new ideas into the ongoing discussion within the Council of Europe project's group of experts, different groups of educational professionals were invited to join the 2nd Consultation Table in Nicosia:

- Policy makers from the Ministry of Education and Culture;
- Experts in the field of inclusion, identity and intercultural education from Cyprus and Greece;
- Educational professionals presenting examples of best practice and action research projects;
- Managers of private universities in Cyprus;
- Teacher educators from public and private universities in Cyprus and the Cyprus Pedagogical Institute;
- Student teachers from the Department of Education, University of Cyprus
- New teachers (who started teaching no longer than 5 years ago) who have been trained at the University of Cyprus and the Cyprus Pedagogical Institute.

2.2.2.3. Outcomes

During the 2nd Consultation Table diversity, identity and inclusion were investigated in relation to teacher competences. A critical view of the characteristics of the Cyprus educational system and the influences from the Greek educational system, together with examples of good practice and research results, set out the scene.

Presentations by representatives from both Greek and Cyprus universities focused on philosophical dilemmas and issues related to diversity and the role, content and context of teacher competences in dealing with identity, diversity and inclusion in contemporary societies. Among the main themes discussed were the

connection between the national socio-political context and the role of teachers, affirmative action as a means, media literacy and finally the common responsibility of university staff for engaging in diversity as an issue.

All issues discussed were compared and contrasted to the framework of competences in the context of the particular educational system. Although there were disagreements and different ideologies and perspectives were expressed, participants and invited speakers agreed that competences should not be regarded as neutral, but should always be related to the social and historical context and to issues of power, social justice, equality and achievement in school and in society.

The impact of an ideological as opposed to a pragmatic use of the term "multiculturalism" in the current Greek public discourse on diversity was presented and set out as the context in which teachers' competences should be assessed. Empirical research data on Greek teachers' views on diversity and on the school's responsibility for maintaining identities highlighted the need to redefine initial and in-service teacher education. It is necessary to enhance the intercultural competence of teachers by relating teacher education to the sociopolitical context and to the needs of the students. It was also emphasized that teaching, managing and enhancing diversity is not merely an issue of competences but a political issue related to social justice and injustice. Preparing teacher to face diversity in school classrooms does not mean giving out recipes or technical solutions. Preparation means working with tools and instruments for critical analysis, hermeneutics and intervention in school life and focusing on identities and diversities, sociopolitical context and the methodology of teaching.

The examples presented from action research projects and teacher education programmes in Cyprus and Greece gave a glimpse of how these dilemmas can be counteracted and how the impact of critical intercultural education has become more explicit and substantial. Action research was discussed as one way of dealing with diversity and as a cornerstone to develop activities that will enable students, schools, families and the community to participate in the learning process. Action research was related to competences concerned with coping with conflicts and violence in order to prevent marginalization and school failure, to school community relationship, with motivating all pupils to engage in school activities and with involving all parents in school activities and collective decision making.

The action research projects comply with the need for a range of teacher competences. In order to trace multiple cultural meanings, disturb neo-orientalist preoccupation with the culture of "others" and move away from static, immanent and ahistorical notions of identity, applied tools for critical ethnography are needed. Working with everyday stories in education was suggested as one way in which diversity can be viewed critically. Story telling represents an opportunity of seeing in what ways the teachers' critical reflection on his/her work may contribute to knowledge and understanding of the political, legal and structural context of socio-cultural diversity. Improved understanding of sociological and psychological dimensions of diversity, capacity to reflect on one's own identity/issues of identity/identities and engagement with diversity may be a result.

Another topic related to critical thinking was teachers' work towards media literacy in the context of intercultural education. Teachers' ability to critically evaluate diversity within teaching materials and in media and is crucial. Suggestions were made about relating teacher education and classroom work

with the informal curriculum and extra-curricular activities. It was argued that teacher education should enable teachers to learn how to promote the use of a democratic language and democratic patterns of school and classroom management. Teachers should also be able to develop media literacy and competences in decoding and deconstructing media texts and relate them to issues of power, economy, social inequality, hegemony and hierarchy Teachers should also be able to help their students learn how to connect historical and social contexts to personal histories and experiences, and work on the macro- rather than the micro-level of analysis, on the consequences and impacts rather than on the actions per se.

The framework of competences was seen as the starting point of designing a model that may be modified and applied on both pre- service and in-service education and training in Cyprus. A flexible curriculum should take into consideration the Cyprus reality and the highly centralized character of limited space for making changes to the content of the curriculum. Intra-curricular issues/ topics should be introduced in the existing curriculum so that themes and topics that can be defined within the fixed topics of each subject can be added. In service training seems to provide more opportunities for including themes and topics of relevance to diversity and inclusion and elements of all kinds of diversity can be mentioned. Particular competences related to sensitivity and empathy to diversity can be introduced as well as the use of examples of good practice, critical views, getting real experiences of the problems and sharing experiences so as to activate each others' feelings about these issues. All available resources, possibilities, strategies and activities should be used to open up the content of the subjects being taught (e.g. ethno-mathematics in mathematics lessons etc.) with a critical view on diversity and inclusion issues. It should also be acknowledged that there are different ways of learning. Different backgrounds, abilities, needs, interests and expectations should be taken into consideration.

Through the competences teacher education should promote a notion of the whole child in its complexity: the social, spiritual, cognitive, physical and emotional development of the child.

2.2.3. Consultation Table 3: Bulgaria (Organiser: Siyka Chavdarova

The 3rd Consultation Table was organized from the Council of Europe and Ministry of Education and Science of Bulgaria in co-operation with the Faculty of Pedagogy, Sofia University "St. Kliment Ohridski". It was held in Bulgaria, Sofia on 25-27 September, 2008. One part of the meeting was held in the Sofia University St. Kliment Ohridski.

2.2.3.1. Main topic and context

Multiculturality is a traditional characteristic of Bulgaria. The main challenges in the field of the socio-cultural diversity in Bulgarian educational practice are connected with ethno-cultural diversity. This dimension of diversity is an object of special attention in the Bulgarian educational policy (Strategy for educational integration of children and pupils from ethnic minorities, 2004). In the Bulgarian universities lecturers put special emphasis on this dimension in different courses for the preparation of teachers (pre-service and in-service). These were the main reasons for naming the 3rd Consultation Table "Ethno-cultural diversity and competences of New Teachers."

Bulgaria as a multi cultural society is reflected in the Constitution:

> Everyone is entitled to benefit from the national and global human cultural values, to develop one`s culture in accordance with his ethnicity, which is acknowledged and developed by the law (Article 54 (1))

> Freedom of faith, freedom of thouth, choice of religion and religious or atheistic concepts are inviolable. The state shall assist in keeping the tolerance and respect among believers of various religions, as well as among believers and non-believers (Article 37, paragraph 1: "Constitution of the Republic of Bulgaria, Official Gazette, N 56, 13. 07. 1991)

> For hundred of years Bulgarians, Turks, Armenians, Jews, Vlachs, Tatars, Greeks, Karakachans, Roma, and Arumuns live together sharing their weekdays, holidays, lives ... The land of Bulgaria covers the region, which is the crossroad between two global religions – Christianity and Islam. The dynamic migration caused by the constant movement of peoples did not subside over the different historical epochs (Dialogue of the cultures in Bulgaria. Bulletin of the National Council for Co-operation on Ethnic and Demographic Issues at the Council of Ministers. Sofia, 2008, p. 25)

The population includes a variety of ethnic groups, religious communities and mother tongues. Some are traditional; that is they have been living on the premises for a long time. Others are recent immigrants, including refugees from Afganistan, Iraque, Iran, Nigeria, Somalia and other countries. (www.aref.government.bg; website of the State Agency for Refugees).

According to data of the last census in Bulgaria (2001, population 7 928 901), Bulgarian ethnic group (6 655 210, 83,9%) is the biggest. The second is the Turkish ethnic group (746 664, 9,4%). The third is the Roma ethnic group (370 908, 4,6%). (www.ncedi.government.bg). Information based on expert` estimates about unofficial data for Roma ethnic group indicate that there are between 600 000 and 750 000 Roma people in Bulgaria (UNDP, 2002, p. 25).

In October, 2007, a discussion forum on problems of teaching socio-cultural diversity was hosted by the South-West Univeristy "Neofit Rilski", Blagoevgrad). In the forum, experts of Ministry of Education and Science and lecturers of some Bulgarian Universities preparing pedagogical specialists participated. Participants discussed different questions connetced to possibilities for the optimal preparation of future teachers to work in environment characterised by socio-cultural diversity; the potential of the universities for teaching socio-cultural diversity (not only in the Pedagogical faculties, but also in Faculties of Philosophy and Faculties of Philologies); the necessity of consolidation of the efforts of pedagogues, philosophers and philologists; the place of socio-cultural diversity in the curriculum; instutional support for the lecturer's efforts to insert socio-cultural diversity into the curriculum; the development of the professional competence of the university lecturers (professors and assistants) in socio-cultural diversity; the correlation between theoretical and practical aspects of students' preparation; and exploring possibilities for co-operation between the Ministry of Education and

Science and Univeristies. This forum was preparation for the Consultation Table in Sofia, 2008.

A serious challenge is the lack of teachers' satisfaction from their work in schools with many children from ethnic minorities (mainly Roma). The work in these schools is challenging. With little or no support from the parents, more efforts from teachers are essential. Because of that it is very necessary to have stimuli for teachers who work in multicultural settings so that they do not leave their work in these schools. Respective question is how to motivate graduated future teachers to work willingly with Roma children and their families.

Education is a significant factor for preparing the basic conditions for the recognition of diversity on national, regional, local and personal levels. Within this context socio-cultural diversity is an object of particular importance and interest in Bulgarian educational policy with regard to teacher education as well as to university activities in a broad sense.

2.2.3.2. Participants

In the 3rd Consultation Table representatives of different groups participated:

- Policy makers: from the Ministry of Education – Deputy Minister Mrs M. Nalbant, heads of departments, state, chief and senior experts in the Departments for European Integration and International Co-operation, Educational Environment and Educational Integration and Policies in General Education; from the Ministry of Culture – senior expert in the Cultural Integration Department;
- Managers of teacher education institutions – state and private universities that prepare future teachers;
- Teacher educators teaching different courses in the framework of pedagogical preparation of future teachers from the above-mentioned universities;
- School principals managing schools with children from ethnic minorities;
- New teachers working in multicultural school environments;
- Student teachers with special university preparation in the field of intercultural education;

2.2.3.3. Outcomes

The main issues that were raised during the Consultation Table were:

- To what extent might competences on socio-cultural diversity contribute to the effective pedagogical work of Bulgarian teachers?
- What could be added or changed in the text of competences from a Bulgarian perspective?

The cluster of competences concerning Communication and relationships was the main focus of the discussions during the Consultation Table. Communication and relationships are important topics, not just as part of the theoretical courses, but also when students undertake their state pedagogical practice. Acquiring competences associated with diversity is closely connected to the practical work of teachers with pupils and parents from minorities as well as from the majority. It was argued that the students should carry out their practice preparation not only in schools for privileged children. They would need to experience educational work in settings with the presence or predominance of the children from ethnic minorities, especially Roma children and their families. Effective communication will only be possible if teachers are willing to listen and try to understand the traditions of minorities as well as recognizing the individual in his or her uniqueness and complexity. Respect and recognition may be facilitated by knowledge of the culture and the language involved, although it is not sufficient in itself. This is an important way in which Competence area 1 (Knowledge and understanding) and Competence area 2 (Communication and relationship) are connected.

Competence area 3 (management and teaching) was also discussed at the Consultation Table in Sofia. Participants questioned how the competences were envisaged and how they sat with with the educational policy document, with the role of the Ministry of Education and Science and its structures and with the role of the Regional Inspectorates of Education. Co-ordination between the higher education institutions and Ministry of Education and Science, the role of the school principals and the responsibilities of teachers were also debated. Participants presented the programmes they follow at their departments and discussed in what respect these were in line with the competences introduced by the Project Group, and how the centralised educational system in Bulgaria affects them. One of the main problems that was outlined was in how competences were to be inserted in the normative framework of Ministry of Education and Science (MES) that could be offered at the level of the teacher education department.

It was considered that university lecturers who prepare future teachers in all faculties should be aware of the necessity to insert the theme of intercultural education into the basic pedagogy course. Each university lecturer can understand and examine the grid of competences from her/his professional point of view. It also depends on the specific professional field – whether the professor/assistant is a pedagogue, a philosopher or a philologist. The grid is one and the same but the outcome may differ. The outcome is dependent on the lecturer and the assistant, and on their ideas of how to restructure the curriculum and how to insert knowledge about diversity in the curriculum.

It was deemed necessary that faculties other than those concerned with sciences of pedagogy and humanities become more active in regard to the pedagogical preparation of teachers. Science faculties ought to deal with diversity in much the same way as social sciences and the humanities do. It was suggested that universities should propose integrated subjects and avoid subject-centrism. In universities there is also often a discrepancy between the theoretical and the practical training of students. Higher education institutions should not only

impart theoretical knowledge but should adequately reflect the actual multicultural environment with its problems, as well as adequately prepare students to cope with the realities of society.

The main conclusions of the Consultation Table were:

- The effectiveness of the pedagogical preparation of teachers for work in multicultural settings depends on optimal co-operation between academic institutions and Ministry of Education and Science (MES). MES sets the parameters of the educational policy that universities should have in mind for adequate preparation of future teachers.

- The relationship between universities and NGOs can offer student preparation for work in multicultural settings. Students may gain valuable experience when they observe and interact with children from various ethno-cultural groups, their families and their local communities.

- Special emphasis should be given to more practical work by future teachers in schools with representatives of different facets of diversity.

- Bachelor degree level students need to become acquainted with diversity problems as knowledge (competence areas 1 and 3), but also to accumulate practical experience in communication with representatives from different socio-cultural groups (competence area 2). It is necessary to place special emphasis on the scope of the master and the doctoral degree for further training of pedagogical specialists on diversity issues.

- Forums such as the Consultation Tables in this project, involving representatives of universities, the MES, principals, students, new teachers and experts from different countries are extremely fruitful and useful in giving opportunities to exchange opinions, viewpoints, and to gain acquaintance with experience outside the country.

One significant result from the participation of Bulgaria in this project is the establishment of the network of universities where teacher education is an integral part of their activities. Efforts in Bulgaria for further co-operation between the Universities and the Ministry of Education and Science. In 2009, a continuation of the work in this network is envisaged and the next event will be organised to present final results from the project to representatives of different Bulgarian universities.

2.2.4. Consultation Table 4: Estonia (Organiser: Karmen Trasberg)

The 4th Consultation Table was held on 15-16 October, 2008 in Tallinn, Estonia and was organized in co-operation with the Ministry of Education and Science of Estonia and University of Tartu.

2.2.4.1. Main topic and context

The main focus of the 4th Consultation Table was on induction of newly qualified teachers. Induction – defined as the process bridging initial training and employment – is considered to be the first stage in an ongoing programme of

professional support and development. It is part of the continuum of further or continuing professional development of teachers. The process of induction should ensure that guidance, support and training are available to the new entrant, as and when needed, to secure the foundations upon which a successful teaching career can be built.

The procedures for the induction of newly qualified teachers (NQT) in general, and especially in the field of socio-cultural diversity leaves much to be desired. For that reason the centre of attention of the 4th Consultation Table was on comparative perspectives of induction programmes in the Baltic and in the Nordic countries. Educational managers and representatives from 11 universities and higher education institutions and from eight schools discussed current practices in this field. A comparative perspective was applied in order to identify, analyze and interpret varieties of institutionalized aspects of particular educational systems. Comparison also supported the construction of broader perspectives and new ways to conceptualize and organize induction programmes.

Most contemporary societies are faced with issues related to the ways of accommodating cultural diversity. Estonia is no exception. There are more than 120 ethnic groups living in Estonia. The largest group is the Russian-speaking population. There are 62 comprehensive schools where Russian-speaking children – 19 % of all students – are being taught in their mother tongue. Furthermore, other aspects of socio-cultural diversity are visible: boys and girls are learning in the same classroom, but drop-out rates of boys are significantly higher. The number of pupils with special educational needs in mainstream classes is increasing. Also the number of students with religious and immigrant background is rising. One of the main challenges in general education is to guarantee all graduates equal opportunities in the tertiary education as well as access to the labour market.

Recent developments in higher education policy in Estonia are based on the Strategy for Higher Education 2006-2015 by the Ministry of Education and Research. In this strategy document, a strong emphasis is put on quality and the means to assure quality in education. New strategies for teacher education are also being discussed. The working paper "Estonian teacher education strategy for 2008-2013" was presented during the Consultation Table by the Deputy Secretary General of Estonian Ministry of Education and Science.

Teacher education is taking place mainly in two public universities (Tallinn University and University of Tartu). The joint induction year programme started in 2004/2005 for comprehensive school teachers and in 2005/2006 for pre-school and vocational school teachers. The aim of the induction year in Estonia is to support novice teacher's adjustment to school as an organization, to develop professional skills acquired during the initial training and to provide support in solving problems caused by lack of experience. Induction centres have been founded at Tallinn University and the University of Tartu.

The main areas of activity of the induction centres are as follows:

- Training of mentors. Mentors acquire supervision skills and get information about the aspects related to the implementation of the induction year.
- Sharing information between mentors and NQTs. Electronic lists are compiled for mentors and NQTs through which the partners can exchange current information and find solutions to problems relating to the implementation of the activities of the induction year. An innovation in practice is a web-based learning environment ePortfolio where all

stakeholders can be involved in a learning process as reflective practitioners.

- Monitoring of the induction year, analysis of its implementation identification of areas for improvements.

2.2.4.2. Participants

Altogether, 36 persons from 11 countries were participating in the 4th Consultation Table. In order to secure a broad scope for comparing the induction programmes the following groups of educational professionals were invited:

- Policy makers from the Estonian Ministry of Education and Research;
- Teacher educators and researchers from main teacher education institutions of Estonia: Tallinn University, University of Tartu, Narva College of University of Tartu, Public Service Academy. Also teacher educators and researchers from 5 other countries were invited: University of Latvia (Latvia), Klaipeda University (Lithuania), University of Stavanger (Norway), University College of Gävle (Sweden) and University of Jyväskylä (Finland);
- Managers of teacher education institutions: Heads of teacher education institutions and heads of School practice and Induction year Centres from Tallinn and Tartu Universities;
- Teachers and student teachers: Experienced teachers' mentors from various kinds of schools had been invited – from small village and urban schools, from a vocational institution and from a Waldorf-school. Four student teachers also participated;

2.2.4.3. Outcomes

During the 4th Consultation Table induction programmes were investigated from comparative perspective. An analysis of the main characteristics of Estonian educational system and teacher education in particular was given by Estonian policy makers. Examples of good practice and the main research results in the field on induction were discussed by representatives of teacher education institutions. Teachers' perspectives and expectations regarding diverse classrooms were presented by new teachers and school mentors. Many of the presenters emphasized the relational nature of teaching, with teachers not only subject specialists, but also mediators.

Networks and partnerships were identified as crucial, but missing, aspects in teacher education. Teaching, it was argued, should be based on collegiality, on national and international co-operation and on partnerships. In order to support collegiality, teachers and teacher educators networks should be built and extended.

The underlying concepts used in discussions of teacher education policy as regards cultural diversity differed from country to country. Further research on diversity education may benefit from efforts to develop a terminology for sharing these underlying concepts. The participants agreed that policies aimed at enabling teachers to deal with the challenges and opportunities posed by culturally diverse classrooms need to be set in the context of politics in general.

Representatives of different countries described induction programmes in teacher education institutions and outlined the major problem areas of newly qualified

teachers. Compared with other professions teachers are offered fewer induction programmes. There are no systematic courses or professional counselling. Furthermore, teachers are restricted from opportunities to study teacher colleagues in action, and they get fewer opportunities to reflect on daily decisions, engage in thoughtful inquiry, or collaborate with other teachers. A specific plenary was dedicated to the induction programmes to support diversity education in the Baltic Sea region. During this plenary an excellent example of an international network of researchers to develop and support systems for new teachers was presented.

As a result of discussions, it was concluded that induction is essential to maintain and strengthen professional motivation of newly qualified teachers. His/her professional career will to a great extent depend on a successful entry into the profession. Therefore it is vital to implement mentoring systems, not only to support novice teachers and to supervise their internship but also in order to contribute to the development of organisational cultures, promotion of cooperative learning and the linking of theory and practice. It is also important to bring knowledge and experiences from the induction programme back to the teacher education institutions for these institutions to reflect and act upon.

The Consultation Tables were an important mechanism for shaping and refining the framework of competences and considering their relevance to the reality of local and national contexts. The variation in the character, scope of discussion and outcomes of each of these Consultation Tables underlines the complexity of the field of diversity and the impossibility (and undesirability) of adopting a uniform approach to the development of competences. There were, nevertheless, some common themes and issues which emerged and these are discussed in Chapter 3 together with the learning by both the participants and the project team as a result of the Consultation Tables.

CHAPTER 3

LEARNING THROUGH THE CONSULTATION TABLES

The Consultation Tables produced learning for both the project team and the participants:

- Learning by the project group, encompassing insights into the issues, challenges and opportunities facing each of the countries, specific feedback on the development of the project and the competences and more general insights which can inform policy and practice on teacher education for diversity at national and European level.
- Learning by the participants, including broadening understanding of their own country's context and the challenges faced, the project and competences, and opportunities for developing practice in their own context.

It is hoped that the learning from these Consultation Tables will be the vehicle for change in the future. In this chapter we document the learning experienced by each of the parties and consider its consequences.

3.1. Learning by the project team

From the analysis of the presentations, the Consultation Tables and the discussion of the project group, the following issues appeared. These encompassed:

- Identity, ethnicity and language;
- Teacher education contexts;
- Integration, inclusion and exclusion.

Each of these aspects is discussed in turn.

3.1.1. Identity, ethnicity and language

In Cyprus ethnicity and identity were conceptualised in terms of debates addressing "collective memory" "culture", oral histories and everyday discourses in multicultural schools of minoritized memories" and this was seen through the impact of recent history, the particular political and social situation and its cultural and social impacts. For example the Turkish-cypriot sector of the city of Paphos has developed since 1974 into a social ghetto and an urban receptacle for diverse displaced people, such as Greek Cypriot refugees in the 70s and 80s,

Pontian migrants and other "foreigners" since the late 90s, Roma and Turkish Cypriots since 2003. This was investigated as an area of teacher action research and reconceptualisation of identity and ethnicity. The issue of identity seemed to permeate different school classes and schools and to be altered or enhanced in different ways either to promote a 'boutique folklore multiculturalism' or to be used as a vehicle for empathy, self-knowledge and reflection.

In Bulgaria, ethnic diversity was the main theme with a major accent on work with Roma pupils. Participants talked about the problem of the unwillingness of the teachers to work in schools with Roma pupils. This was a challenge when planning teacher education, and it was suggested that students should have more practical preparation and experiences to work with pupils in multicultural settings. In order to achieve this, it was crucial that universities collaborate with local authorities and communities. This approach was also seen as a means of closing the gap between theoretical studies and educational practice.

Issues of identity, ethnicity and language were common in each of the countries. Regarding languages, the Austrian participants debated the issues primarily within an educational and school based perspective and particularly how to deal with educational needs and language teaching in relation to 'old' and 'new' minorities. Intercultural education had been launched as an educational principle in the early 1990s, implicitly also dealing with identity matters since 'intercultural education' was defined as a measure to combat eurocentrism and racism. Mother tongue instruction was organised on an optional basis, either integrated in the general schedule, or in separate classrooms. One common curriculum was used as a basis for all the approximately 20 languages that were taught. A specific interest in scientific research on educational approaches to language diversity was expressed.

Participants in the Estonian Consultation Table highlighted some problems in relation to language education in Estonian schools. There are more than 120 ethnic groups living in Estonia. The relatively high proportion of students learning in schools in which Russian was the medium of instruction (19% cited by Maie Soll) created barriers to the development of Estonian identity among the school population and this was seen as problematic. Having highlighted language and identity as key issues within Estonia, the participants were acutely sensitive to the language and intent of the competences and there was some debate, initiated by a participant with a legal background, the about the difference between competence and competency. This was most useful in signalling one aspect of the report writing and the discussion of the competences in which the terms have been used interchangeably, but a clarification of terminology is given in section 4.2.

3.1.2. Teacher education contexts

The framework and circumstances for teacher education in the four countries varied considerably, and consequently the conception of competences and the possibilities for their implementation within their teacher education programmes, varied.

The fact that in Greece secondary school teachers have no pedagogical initial training was regarded as a big problem in implementing a framework of teacher competences. In Cyprus the pre-service training course for secondary school teachers is now being offered at the University, but the Pedagogical Institute, a governmental institution, had this responsibility until the end of 2007. Such changes have affected the focus of induction and the inclusion of diversity within it. The teaching of Greek as a second language has been the way in which diversity is considered in both pre-service and in-service teacher education in order to deal with diversity. There is a need for novice teachers to learn, in real school environments, methods for responding to diversity. It was pointed out that most teachers are sensitive to this issue and have the theoretical background but do not have the appropriate knowledge of how to teach minority children and lack access to appropriate teaching materials.

Participants in the Consultation Table in Bulgaria placed an explicit emphasis on the practical training and preparation of students within the training course. Making educational authorities more aware of the need for experts on educational and other needs of children from ethnic minorities was a point that was also underscored. It is important that socio-cultural diversity is seen as a matter that concerns society in general and the total educational system, not something that can be left to the school, the individual teacher or teacher education institutions. Along with this reasoning it is required that all disciplines within university commit themselves to research and studies within these matters.

The relational nature of teaching was highlighted in the Estonian Consultation Table, that is primarily about the relations between teachers and students; among teachers; and between teachers and other professionals. In this context, the usefulness of competences in general, and those developed within the project in particular, was in specifying key attributes for teaching *all* children. These attributes were articulated as encompassing positive values and attitudes, sensitivity, adaptability, openness, empathy, creativity, bravery and confidence. The image of the teacher as 'gardener', with key skills of noticing, mapping and deciding was offered by a practising teacher and seemed to capture the subtlety of the teaching process, and the competence required, but there was some recognition of the tension between the teaching of the subject and the teaching of the child. Much emphasis was placed upon the competences 'in action' – ensuring they worked for teachers and teacher educators - and giving beginning teachers practical experiences of diversity to in order that they may develop the competences. The competences were described as a 'good and impressive work', with several caveats concerning its use. It was suggested that if this grid is a list of things to memorize, it's difficult to follow and there are too many items; if it is things to apply, it is too heavy; if it is things to evaluate one's teaching, it is too much. Participants argued that the more official the competences framework may get, the more distanced it is from practical, methodological aspects that seem to be the major need in everyday class work. On the other hand, it was viewed as describing the open mindness needed when classes have socio-cultural diversity and each child has to be helped to achieve the best of his / her ability.

The Teachers in Estonia were considered to face significant challenges from the demands of the national curriculum, behavioural difficulties among students and

the position of teachers in society. The lack of time and space and large classes were also identified as problems affecting teachers. The teaching profession in Estonia was not seen as being valued, either materially in terms of remuneration or in terms of respect within society for the contribution made by teachers. Teacher shortages were also a problem, with regional variations in relation to particular age and subjects. These problems were shared by participants across countries.

There was considerable pride in the induction programme within Estonia and its role in supporting beginning teachers in adjusting to schools as organisation, developing professional skills and solving problems. Research undertaken with newly qualified teachers in Estonia indicated that they wanted, above all, support and interest from others and were best placed to develop where there were strong networks, partnerships and collegiality. Key attributes for newly qualified teachers, in addition to those identified for teaching all children, were courage and confidence, particularly in relation to seeking help and support from colleagues. An explicit need was identified for improving the connections between different stages in teacher education and greater continuity in the process of 'becoming teachers'.

3.1.3. Integration, inclusion and exclusion

Inclusion was the main focus of the the 2nd Consultation Table in Cyprus. During the meeting there were explorations of the borders of inclusion and exclusion in educational settings, based on the particular history and political situation in Cyprus. It was emphasized that integration and inclusion are not neutral and therefore competences should not be regarded as a panacea for dealing, managing and enhancing diversity but should be closely related to the socio-historical contexts, issues of power, social justice, equality and achievement in school.

Discussions in Bulgaria were particularly concerned with work on communication and relationships in relation to the challenge of maximizing the integration of Roma pupils. Practical work for teachers with children from both the majority and from minority groups was one suggestion that was argued for in Sofia in order to include, not exclude, both Roma and other minority groups from society.

There was a strong emphasis, within Estonia, on special educational needs. This meant that particular groups were highlighted as being 'in deficit', lacking social competence or competence in learning or with adjustment difficulties. These groups were segregated rather than included, involving system and structural changes. At the same time, however, the attributes of teachers outlined above were seen as conducive to the establishment of inclusive learning environments for all children.

The most significant contribution to integration and inclusion was understood to be the establishment of competences which covered the teaching of *all* children

and sought actively to avoid exclusion. Teachers also needed, it was argued, to develop the competence to promote diversity (and minimise exclusion) by teaching children to collaborate with each other and showing respect for all members of the school community. Thus teachers needed to be enabled to create and sustain classes as environments of socialization, with an emphasis on the communication and relationships among students. The importance of communicating with parents about their children was also underlined.

3.2. Learning by the participants

In all Consultation Tables there was significant learning by the participants about the nature of socio-cultural diversity and the implications for education. They reaffirmed that situations and conditions differ from country to country, society to society and educational system to educational system. Furthermore, it was recognized that in some school environments, socio-cultural matters are new, while in some they are not, so teachers are more or less prepared due to their experience. There was also a recognition of diversity occurring 'between the lines', that is, when speaking about diversity issues, it is important not to speak only about lessons in the classrooms but also about breaks, and before and after school. A plea was made for national strategies for diversity in which the 'shared principles of each society' (Ginter Est) were defined.

Participants also learned about unity and diversity and recognized and appreciated some common values but also acknowledged the potentially problematic nature of the range of perspectives from Ministry and government representatives, teacher educators, principals, teachers, researchers and students.

The vision of respectable, motivated and competent teachers was seen as potentially achievable, but only through stronger networks and consolidated support for teachers and for the teaching profession as a whole. Particular changes were identified as necessary and summarized during the last Consultation Table in Esthonia:

- Changing the authoritarian school management to give students a model of participation and co-operation between teachers and the synergy effects of teamwork;
- Establishing a special advisory service and network to support teachers in dealing with diversity and facilitate insights into diversity;
- Developing the induction programme to include evaluation of the programme itself;
- Reducing workload during the induction year, with state compensation.
- Combining research and development;
- Analyzing the success stories of newly qualified teachers;
- Co-operation within the education system, including with representatives from municipalities, and with social workers and health professionals.

Many of these points, especially those related to the re-definiton of management of schools and of the structure of induction courses, were repeated in discussions in the Cyprus Consultation Table. It was made clear that teacher education, teaching practice and induction courses offered at the Universities and the Pedagogical Institute should focus on an effective combination of being sensitive to diversity/different attitudes and at the same time learning how to manage and implement different teaching and learning strategies for all pupils. In particular, participants identified the importance of being capable of evaluating the needs, special characteristics and interests of each child and to undertake necessary research in order to establish the actions that are suitable for those children's needs to make them feel part of the school community. Teachers should know more about the issue of diversity in society and education and in particular about the social and political engagement with diversity in educational systems and in the wider society. This was related to personal, social and group identities, the process of identity formation and identity change, policies about diversity on the governmental (both European and national) level and on an institutional level.

Comparative issues discussed during the 4th Consultation Table gave Estonia as host country valuable new knowledge and support for identifying options and actions for new teacher education strategy. The discussions about these issues will also help to assess the developments and processes in educational policies in general and in induction programmes in particular. The feedback from the participants at this Consultation Table was exceedingly positive. New professional contacts were established and visions for future activities were shared.

Discussions about teacher education and socio-cultural diversity highlighted critical thinking and reflection as particularly important. In Austria, as a direct follow up of this Consultation Table, a working group aimed at investigating the needs for revision of teacher education in Austria was set up. Some Austrian education professionals insisted on getting the finalised version of this brochure to enable them to re-think new competences needed by future teachers. There was the general opinion that this should be integrated in the new curricula of the recently installed universities of education across Austria.

All in all, these Consultation Tables were considered to be extremely fruitful as they gave opportunities for exchanging opinions and points of views and to be acquainted with experiences outside the country. This format was valued for allowing discussions on the names and the content of the competences, whilst bearing in mind specificities of the local contexts and conditions.

In Chapter 4, the framework of competences that was developed through the Consultation Tables is presented in the context of a discussion of the concept and context of competence and the rationale for the competence approach.

CHAPTER 4

KEY COMPETENCES FOR DIVERSITY

4.1. Introduction

Teaching is first and foremost a social practice which demands more than mere technical strategies or disciplinary knowledge (Sim, 2006, Thurlow, Long and Stuart, 2004). The nature of teaching is constantly requiring situational judgments based on complex situations and diverse settings. Diversity is both an issue for teachers in general, including subject teachers, for instance in topics such as history, language, civic education, religion etc., as well as for teachers with expertise in a particular aspect of diversity. How teachers are prepared to engage with diversity in its broadest sense is of crucial importance (see Council of Europe, 2004). Institutions responsible for preparing teachers have to develop their competences for dealing with all facets of socio-cultural diversity. In this chapter we start by introducing and contextualising the concept of competence and the notion of key competences. We then turn to the rationale for the competence approach adopted here and the responses to this from the participants in the consultations tables. Finally, we present the key competences that will enable teachers to engage appropriately and effectively with diversity, together with a discussion of their significance to teachers.

4.2. The concept and context of competence

Competence is a term that is used both scientifically and in everyday language. Its origins can be seen in the Greek notion of 'arête' and the Roman term 'virtus', and is generally understood as being concerned with 'what people can do rather than what they know'. The term has a large variety of meanings, and it can be captured by the terms 'ability', 'aptitude,' "capability,' 'effectiveness' and 'skill' (Weinert 1999). Competence can be attributed to individuals, social groups or institutions, "when they possess or acquire the conditions for achieving specific developmental goals and meeting important demands presented by the external environment" (Weinert 1999). This implies an achievement of permanent attributes which is of value to the community (Brezinka, 1987). However, the notion of competence, and its plural, 'competences,' have, in recent years, been replaced by the narrower version of 'competency,' or the plural form 'competencies,' discrete skills and activities which individuals can perform. The terms are often used interchangeably without an appreciation of their different meanings.

According to Spector (2001), when a person is competent to do something, he or she has achieved a state of competence that is recognizable and verifiable to a particular community of practitioners. According to the International Board of Standards for Training, Performance and Instruction (IBSTPI, in Spector, 2001), a competency, using the narrow definition of the term, involves a related set of knowledge, skills and attitudes that enable a person to perform the activities of a given occupation effectively or function in such a way that meets or exceeds the standards expected in a particular profession or work setting (Richey et al., 2001). Typically, a competency is divided into specific indicators describing the requisite knowledge, skills, attitudes and context of performance (Spector, 2001). Thus

teacher competency for teaching socio-cultural diversity concerns the 'what' and 'how' and 'why,' the know-how of acting in a specific diverse educational content so that knowledge, resources and abilities are mobilized, added and transformed to bring added value (Byram, Nichols and Stevens, 2001).

The notion of 'competence' was introduced in education in connection with the training of teachers during the 1990s and influenced educational reforms in a number of European countries. It signified the need for a more professional role for teachers, particularly in an increasingly decentralized educational system. A more independent and active role of teachers was required both in terms of taking on personal responsibility for their professional development and for planning, evaluating and reflecting on their work (Lindblad et al, 2002). Today competence attributed to the individual is associated with the neo-liberal notion of the "enterprising self", the (free) individual aspiring to autonomy, striving for fulfilment, recognizing responsibility, and choice (Rose, 1998). Over the last decades, a great deal of attention has been given to the construct "key competence", primarily to provide a conceptual basis for school-based achievement comparisons in international and national systems of reference (PISA, PIRLS, TIMSS etc.). Within this framework the construct refers to specialized competences that can be used to master different demands (Weinert, 1999).

In accordance with the final Declaration of Council of Europe Standing Conference of European Ministers of Education (Council of Europe, 2007), special attention is to be given to analysing and developing key competences for democratic culture and social cohesion. While competences specifically refer to the process of becoming and the state of being well qualified, key competences refer particularly to specific competences that can be used to master a variety of situations and demands seen, as in this case, from a diversity perspective. They should focus on reflection, enabling students to identify their personal positions in a diverse setting, developing a clearer sense of their own ethnic and cultural identities, examining attitudes towards different groups.

4.3. The rationale for the competence approach

To become a competent and professional teacher in a diverse classroom is a complex and challenging process. Such training requires learners to make a quantum leap from a basic understanding of diversity and grasp of intercultural skills to a point where they can apply that foundation of knowledge and skills as intercultural competent teachers. The process of becoming a teacher progresses through stages, not in a lock step, linear fashion, but rather in a dynamic manner, reflecting responses to organizational and personal environmental factors (Fessler and Ingram, 2006). Competences must reflect this process and should be considered not as end points for beginning teacher, but as part of the process of becoming a teacher. Competences for diversity must also encourage openness, sensitivity among teachers and a capacity to respond to diversity in whatever shape and form it presents itself at the beginning of, and throughout, a teacher's career. The competence framework developed within this project has these principles at its heart and as such is unquestionably not a 'toolkit' or list of behaviours which teachers have to display. Such an approach does not serve beginning teachers well because it portrays an idealised version of classroom life

with diversity neatly categorised (Brantlinger, 2006) and makes it difficult for them to cope when they are confronted with different forms of diversity. This framework starts with an assumption that diversity is itself diverse and focuses on teachers' readiness to engage with it.

Volume 2, *Concepts, principles and challenges in teacher education*, highlighted the complexity of the issues, principles and concepts associated with diversity and argued that the development of competences for enhancing diversity had to correspond to the personal domain (meaningful knowledge of self and the other), the practical domain (pedagogical content knowledge for enhancing diversity) and the mediating processes of enactment and reflection. Three main areas of innovation within institutions of teacher education on which competences can be based, were identified as needing to be undertaken by teacher educators and educators. These are working with students, curriculum design and planning and research and development work with a focus on diversity. Institutional managers were identified as needing to take action in relation to designing and implementing programmes and in evaluating and monitoring.

Consultation Table participants expressed the view that the competences, as presented, led to critical thinking and reflection and obviously worked as a starting point for further discussions about socio-cultural diversity. They were deeply impressed by the philosophical way of thinking about such a wide range of aspects concerning diversity and about the professional synthesis focussing on the field of education which the project members had achieved.

Participants expressed the view that, although trying to focus on a couple of competences, the complexity of the pedagogical interaction brought into discussion the inter-relationship between them and this should be taken into account. The importance of putting a special accent on the complexity of the problem of competences and of considering areas in which there were overlaps was emphasized. It was also stressed that the social dimension of diversity was not adequately presented in the text on competences, although it is of crucial importance from a practical and the theoretical point of view. Differences between teachers' needs in different countries because of history and regional characteristics should, participants argued, get special attention as well as the smooth "synergy" between theoretical and practical teachers' needs. It was pointed out that the underlying concepts used in discussions of teacher education policy as regards cultural diversity differ from country to country and further conceptual research on diversity education was recommended as a means of arriving at a shared terminology.

At each of the Consultation Tables, participants offered their views on how the competences should be modified, and how they might be implemented. Recommendations for revision and refinement of the competences concerned the use of language and its meaning and intent, placing a stronger emphasis on key attributes and including among the competences teaching children to collaborate. Caution was urged about ensuring the competences will work for teachers and teacher educators and some concerns were expressed about how the competences would be assessed. The importance of ensuring students have sufficient experience of diversity to develop the full range of competences was underlined.

The following table presents the key competences for teachers which will enable them to engage with socio-cultural diversity in the classroom and in school community. We suggest that values and attitudes are not defined in terms of competences but should permeate all of the competences. Furthermore, whilst the competences in this publication are related to the individual, they will be most readily attained through collective learning processes. The main three areas of competences are knowledge and understanding; communication and relationships; and management and teaching. Each of these forms a cluster of competences and these are presented with a justification of their importance for teachers.

4.4: Outline of the competence framework

Knowledge and understanding	Communication and relationships	Management and teaching
Competence 1 Knowledge and understanding of the political, legal and structural context of socio-cultural diversity	**Competence 7** Initiating and sustaining positive communication with pupils, parents and colleagues from different socio-cultural backgrounds	**Competence 13** Addressing socio-cultural diversity in curriculum and institutional development
Competence 2 Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education	**Competence 8** Recognising and responding to the communicative and cultural aspects of language(s) used in school	**Competence 14** Establishing a participatory, inclusive and safe learning environment
Competence 3 Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings	**Competence 9** Creating open-mindedness and respect in the school community	**Competence 15** Selecting and modifying teaching methods for the learning needs of pupils
Competence 4 Knowledge of the range of teaching approaches, methods and materials for responding to diversity	**Competence 10** Motivating and stimulating all pupils to engage in learning individually and in co-operation with others	**Competence 16** Critically evaluating diversity within teaching materials, eg textbooks, videos, media
Competence 5 Skills of inquiry into different socio-cultural issues	**Competence 11** Involving all parents in school activities and collective decision-making	**Competence 17** Using of a variety of approaches to culturally sensitive teaching and assessment
Competence 6 Reflection on one's own identity and engagement with diversity	**Competence 12** Dealing with conflicts and violence to prevent margin-alization and school failure	**Competence 18** Systematic reflection on and evaluation of own practice and its impact on students

4.5. Competence areas

1st cluster of competences: Knowledge and understanding

> Definition:
>
> Knowledge and understanding competences are considered to be prerequisites, enabling teachers to be sensitive to and respond effectively to diversity. These competences are based on a view of knowledge as reflective, critical and in a process of development.

Description

Professional development rests on different forms of knowledge: (1) lived experience, i.e. subjective knowledge of relationships in actual situations and (2) scientific and professional knowledge for example about children and universal aspects of development and learning. Knowledge serves as the basis for action and must be regularly expanded in the light of new research findings, conceptual models, and theories (Paige, 1993). Knowledge in any form has to be contextualised and can only give meaning within a particular perspective. There will be orientations to specific forms of knowledge within different countries which are based on traditions and local practices. However, within a European context, there is shared knowledge, understanding and values and these are particularly important with regard to diversity.

The knowledge of teachers has to be such that they can respond and adapt to new situations and aspects of diversity as they appear. Access by all children to education and to their rights and entitlements is dependent on teachers having knowledge and understanding of the key legislative and policy frameworks, guidelines and principles. Furthermore, knowledge of international developments in areas of diversity can provide a stimulus for teachers' own development of innovative strategies.

Teachers need to acquire knowledge of the complexity and multi-dimensional nature of diversity and to understand the relationship between individual and group identities. It is important that teachers are able to recognise different aspects of diversity, not as student deficits, but as resources for promoting a rich learning environment. There is a wide range of teaching approaches, methods and materials for responding to diversity and teachers need to know about these and to acquire the skills in inquiring about these and about different socio-cultural issues.

Underpinning the competences on knowledge and understanding is the notion that teachers have to reflect both on the knowledge itself and on their own identity and engagement with diversity. This reflection is an essential part of their role as professionals and of their continuing development as practitioners.

2nd cluster of competences: Communication and relationships

> Definition:
>
> The communication and relationship competences are at the heart of teachers' engagement with and response to diversity. It is where teachers create classroom and school conditions that are inclusive and where they build and sustain relationships based on trust and mutual respect.

Description

Relationships in teaching and in school life are developed through communication whilst also being structured by school contexts. The increasing diversity among the school population places a greater emphasis on communication and relationships and presents teachers with a greater challenge. Furthermore, the diversification of modes of communication in society has altered relationships, communication and flows of information. Teachers need to be both attentive and responsive to these changing patterns.

In their face to face contact with pupils, parents and other colleagues from different socio-cultural backgrounds, teachers have to find ways of initiating and sustaining positive communication. This requires being creative as well as attentive and sensitive to interests, issues and concerns. In educational settings, one of the very important areas for success is the childrens'/ students' language skills in the language of instruction. Teachers have to understand the potential for tensions between the right to speak the mother tongue (including dialects) and the obligation to learn the dominant language, and to seek ways of combining both valuing diverse languages and identities and building language skills in the language of instruction.

Teachers need to be able to create, in their classrooms and in the school community, a climate in which there is open-mindedness and respect. This involves developing students' understanding of, curiosity about and respect for, others and nurturing positive relationships among students. Teachers should also motivate and stimulate all students to participate in learning and they will need to find creative ways of ensuring that individual students are not excluded from participation. Teaching children to learn both individually and in co-operation with others is an important way of developing a strong school community and enhancing relationships within it.

Parents are an important part of the community and teachers should find ways to involve all parents in school activities and in collective decision-making. They will have to be creative and imaginative in ensuring that parents who may not have connections with the school are encouraged to become involved. As well as actively promoting positive relationships in which diversity is valued, teachers also have to be in a position to respond to situations in which there is conflict and/ or violence. They should also work explicitly at preventing marginalization and school failure, especially among groups which may face particular challenges, for example as a result of language, ability, special needs, religion, gender, social and cultural backgrounds.

3rd cluster of competences: Management and teaching

> Definition:
>
> This competence area involves actions by teachers to create a supportive, caring and safe learning environment, positive social interaction and active engagement in learning. The main aim is to build up a cooperative, non-discriminatory organisational culture which realizes optimally the idea of living and learning together.

Description

A key aspect of management and teaching is the planning of lessons and whilst the curriculum may be relatively fixed in accordance with a national framework, teachers can find ways of making modifications to ensure that it is sensitive and responsive to diversity. Teachers can draw on the many sources of student diversity within their classrooms, for example relating to ethnicity, disability or gender, in undertaking lesson planning. They should also expect to contribute to curriculum and institutional development by considering how socio-cultural diversity is accommodated within the curriculum and the school and seeking ways of enhancing this.

Careful planning will enable the teacher to establish a learning environment which is participatory and inclusive and this means both ensuring that all pupils are engaged and that no-one is left out (Barton, 1997). It also means being alert to instances where students are not participating, identifying the barriers to their participation and removing them. It is vital that the learning environment is safe and this requires identifying specific issues which may be of concern to particular cultural groups and minimising any risk, discomfort or negative impact.

The selection and modification of teaching methods has to take account of student diversity and has to be undertaken in a way that targets every child. Teachers can enhance their competence in selecting and modifying by undertaking a critical evaluation of existing teaching materials such as textbooks, videos and other media. This evaluation will enable teachers to identify where and how diversity is omitted, recognized or misrecognized and will enable them to make a more appropriate selection and modification of their own teaching methods. Assessment approaches must also be responsive to diversity and teachers will need to identify and use a range of culturally sensitive approaches. As with the other clusters of competences, teacher reflection is central and teachers need to systematically reflect on their own practice and evaluate its impact on students.

4.5. Taking the competences forward

The framework of competences presented here, as we have made clear, is not a toolkit for beginning teachers to 'cover', 'manage' or 'cope with' diversity. Rather it is means of helping them to think about how, as they develop as teachers, they can be open and alert to diversity within their classrooms, can respond positively to it and, in so doing,

become better teachers. Part II provides illustrations of particular competences in action, with examples from practice, featuring classroom activities, teacher education and curriculum reform and examples from research. In Chapter 5, we offer recommendations for policy and practice, based on the project as a whole.

CHAPTER 5

RECOMMENDATIONS

5.1. Introduction

The development of a set of competences for socio-cultural diversity has been a long process of learning by all those involved: the project team, the members of the Ad hoc advisory group (from 15 countries across Europe) and the participants in the four consultation tables. It has become clear, through the process, that it is most appropriate to consider teacher competence in a broad sense, as a readiness to respond to diversity in all its variety, and a curiosity about that variety, and not as a narrow set of behaviours, to be practised and displayed by novice teacher. The latter approach to diversity would be irresponsible and would fail new teachers by equipping them only for very specific situations and rendering them unable to adapt and respond to new forms of diversity as they appeared.

Whilst the framework of competences developed articulate individual teacher actions for engaging with socio-cultural diversity, the achievement of these is a collective, relational and reciprocal activity. Furthermore, they create obligations for all individuals within the education system – from member state officials through to the novice teachers themselves. Volume 1 of the project series specifies recommendations for member states and Volume 2 identifies the actions needed by teacher educators and managers of teacher education institutions. Here, using the logic of the competence framework, we offer recommendations about the implementation of the competences at all levels of the education system – national, local and institutional. They are also directed at all individuals within the system, therefore at a national level, they concern ministerial representatives and government officers with responsibility for education. At a local level, the recommendations are targeted at elected representatives within municipalities, local government education officers, school principals and teachers. At an institutional level, the recommendations concern managers of the institutions, teacher educators and student teachers. The recommendations are not simple 'recipes' to be followed, but involve significant changes in ethos, structures and practices and are the responsibility for all those mentioned above for enacting at whatever level of the education system they find themselves in.

5.2. Knowledge and understanding

It is widely accepted that knowledge can only be understood in context. This became particularly evident through the Country Surveys and the Consultation Tables, as the countries turned out to have very different emphases with regard to what they found important (and what was worth knowing). In all cases the significance of context (both national and local) and its complexity was underlined. In fact, the different contexts turned out to open up for the participants new discoveries and revelations about their own countries. The knowledge and understanding about context, obtained through

cross-national and cross-cultural experiences, moved beyond the description of country 'facts' to identify the constraining and enabling factors in relation to diversity.

The knowledge and understanding about context, achieved through the Consultation Tables, moved beyond the description of country 'facts' to identify the constraining and enabling factors in relation to diversity. Comparative analyses of countries, through the Country Survey, research or discussions, were important in terms of the comparisons themselves but also in helping to enhance understanding of specific contexts.

Recommendation 1

Undertake Consultation Tables, based on those in the project. This will involve organizing national meetings with a variety of participants (all levels of education), plus a small number of international experts as discussants and will enable a systematic investigation of national and local context, identification of factors that constrain or enable successful responses to diversity. Undertake comparative research on diversity and make the findings available to students.

The consultations with all involved in the project have highlighted the significant structural inequalities that remain in many countries and which affect particular minority groups, but they also provided interesting knowledge and examples of actions and practice to reduce structural barriers, tackle discrimination and promote equality, at a national, institutional and local level. Knowledge about national political and legislative frameworks, is important, as a basis for action, particularly as some may perceive their possibility to act as more constraining than what was actually the case.

Recommendation 2

Consider structural causes of inequalities and clarify the scope of legislative and policy frameworks for addressing these. Identify potential changes in legislative and policy frameworks which might overcome structural causes of inequalities. Work actively at all levels of the system to fight discrimination and stereotypes.

The changing patterns of socio-cultural diversity mean that knowledge and understanding needed by teachers cannot be fixed and finite, but rather must be flexible and responsive. It is also necessary that the knowledge and understanding itself is constantly reflected upon by individuals at all levels of the system.

Recommendation 3

Underline the acquisition of knowledge and understanding of socio-cultural diversity as a continuous process which begins with teacher education and continues throughout a teacher's

career. Ensure continuous reflection about knowledge and understanding of socio-cultural diversity at national, local and institutional levels.

5.3. Communication and relationships

Communication and interaction across different levels (national, local and insitutional) of the education sector produces valuable learning opportunities and new insights into practices for responding to diversity in teacher education programmes. This enables certain taken-for-granted assumptions about socio-cultural diversity and educational practices more generally to be challenged. Exposure by student teachers to diversity in local, national and international contexts, as well as to ongoing debates on diversity issues by policy-makers and experts in education, is a potentially valuable part of their teacher education.

Recommendation 4

Provide opportunities for communication and interaction across different levels (national, local and institutional) of the education sector and exposure by student teachers to diversity in local contexts. This could be provided through the development of partnerships and co-operation between and within institutions; conferences and seminars with participants from different levels within the system; invitations to national and local government officials to lecture to students; critical analyses of discourses from different levels and student exchange programmes.

The Consultation Tables provided opportunities to highlight, not best practice, but examples of successes and challenges by professionals in achieving and communicating aspects of the competences. Some of these examples are featured in Part II of this volume and the value of these examples is in the opportunities they provide to reflect on the acquisition of the competences.

Recommendation 5

Provide a learning environment in which student teachers will get personal experience of and training in reflecting and communicating their views, successes and failures that will be valuable for their future career. Provide opportunities for sharing successes and challenges in implementing competences and collect and distribute examples of practice, including negative examples, with explanations of how they can be used as a resource for learning.

Open-mindedness and respect for diverse learners among novice teachers can best be nurtured if this is evident at national, local and institutional levels. This requires all within the system to be open to different ideas and opinions and to seek to minimize the negative effects of power for example in silencing voices and excluding particular individuals and groups.

Recommendation 6

Develop learning environments in which students live and learn through openness and sharing in a democratic setting. Actively encourage the expression of ideas and opinions by all and seek strategies for limiting the negative effects of power and enabling those with less power, eg parents, student teachers, to contribute to collective decision-making.

It was recognized that children increasingly encounter significant diversity through their expanded networks and forms of communication through technologies such as YouTube and MySpace. Dolby and Rizvi (2007) observe that these are 'increasingly providing a space for the creation of emergent cultures, identities, affiliations and "new patriotisms"' (p. 7) and they provide enormous learning opportunities. Furthermore, technologies such as the Moodle platform and SCHOLION have enabled new networks of educators concerned with diversity to develop and the potential for supporting continuing professional development is significant.

Recommendation 7

Encourage the greater use of children's expanded networks and forms of communication. Expand the use of technologies for establishing networks for teachers, students and others.

5.4. Management and teaching

There were reports from many countries of insufficient or inadequate resources, especially language texts, for use by teachers in engaging with socio-cultural diversity. However, the importance of teachers being creative about searching for resources was also underlined and teachers reported that children from diverse backgrounds could contribute a great deal.

Recommendation 8

Expand the resources for engaging with socio-cultural diversity and ensure a more effective distribution and encourage creativity in the search for resources, including from among children.

The Consultation Tables and the Country Survey highlighted the importance of ensuring socio-cultural diversity was central to all courses within teacher education programmes, including subject courses.

Recommendation 9

Ensure socio-cultural diversity is at the heart of all courses within teacher education programmes, including subject courses. This should be clearly stated in institutional policies and monitored regularly

It is only through the evaluation of the impact of policies and practices for socio-cultural diversity that improvements will be possible at national, local and institutional level. Critical reflection at all levels of the education system will ensure that responses to diversity are effective and dynamic.

Recommendation 10

Encourage systematic evaluation of policies and practices for socio-cultural diversity and critical reflection on practice throughout the system.

It has become clear, throughout this project, that the competences that are necessary for engaging with socio-cultural diversity are related to competence in teaching more generally, to practices which are inclusive and concerned with *all* children and to a more responsive and responsible teacher education.

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PART II

THE COMPETENCES IN ACTION

5.1. Introduction

The following examples of practice implemented in various teacher education institutions (universities, research centers, schools, etc.) in several European countries. It is important to emphasize that these examples are not selected as 'best practice' in Europe, but as an illustration of the countless opportunities for teacher educators and teachers for the development of teacher competences on diversity.

The examples illustrate particular competences from the framework presented in Chapter 4. They help to illustrate that the acquisition of competences is varied and dynamic. They also show how the acquisition of a specific competence can be achieved in different ways.

When reading this chapter, readers should also think critically about examples from their own institutions which exist or could be developed. They should also reflect on the concepts, principles and challenges described in the volume 2 *Policies and practices for teaching socio-cultural diversity.*

The examples from practice relate to the development of:

- a school project;
- a teacher education programme;
- a research and development project;
- Curriculum and materialss.

They have particular thematic foci, relating to:

- Respect for human rights;

- Recognition and respect for cultural rights;

- Inclusion:

    o Access and quality;

    o Equity and social justice;

    o Democratic values and participation;

- - Balancing unity and diversity;
- Immigrants;
- Religious Minorities;
- Cultural and linguistic diversity / Ethnicity.

The final seven examples are followed by a more complete description that gives an idea of the scale of the activity and the level of complexity of its implementation.

Index of examples of practice

Language biographical methods research & education - Austria

Activity related to:	Teacher education programme Research & development project
Key words	Language biographical methods; understanding of linguistic repertoires; heterogeneous complexes of linguistic practices; influence of societal language regimes
Main focus(es)	Respect for human rights Recognition and respect for cultural rights Inclusion: *Democratic values and participation* *Balancing unity and diversity*
Abstract	As socially narrated and discursively constructed events, language biographies tell us not only how language identities change over time, but also how speakers take certain subject positions according to given linguistic settings and thus constantly negotiate the basic conditions of linguistic diversity. Therefore, language biographical methods are an important contribution to metalinguistic ways of language learning and teaching. Through deconstruction of their own and other language biographies, language learners gain important insight views. They are given an opportunity to reflect their language repertoires on an affective level. Memoires, emotions, imaginations and projections express communicative aspirations as well as reveal linguistic anxieties. Language learners consequently are able to perceive language diversity as an innate and intrinsically changing part of their life, which offers them various strategies to act out their diverse linguistic individuality.
Link with competences	2 - Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education 4 - Knowledge of the range of teaching approaches, methods and materials for responding to diversity

5 - Skills of inquiry into different socio-cultural issues

6 - Reflection on one's own identity and engagement with diversity

8 - Recognising and responding to the communicative and cultural aspects of language(s) used in school

9 - Creating open-mindedness and respect in the school community

10 - Motivating and stimulating all pupils to engage in learning individually and in co-operation with others

13 - Addressing socio-cultural diversity in curriculum and institutional development

15 - Selecting and modifying teaching methods for the learning needs of pupils

18 - Systematic reflection on and evaluation of own practice and its impact on students

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Teaching minority languages in Burgenland - Austria

Activity related to:	School project
Key words	Minority public education in Burgenland; natural bilingualism; legal regulation; chance to learn the family language
Main focus(es)	Respect for human rights Recognition and respect for cultural rights Inclusion: *Balancing unity and diversity* Cultural and linguistic diversity / Ethnicity
Abstract	In the most eastern federal state of Austria, in Burgenland,a child's' mother tongue could be German, a minority language or both. In the kindergarten children are normally educated in two languages; at schools they learn two languages - in speaking and reading – from the outset. Most of the schools here offer bilingual teaching in Hungarian and Croatian and some schools offer instruction in Roman language. This is a big challenge for teachers. They have to try to treat pupils individually and to fulfill the claim for internal differentiation and individualisation corresponding to the needs of each child. The aim is not only the acquisition of language knowledge. It is important for children that they can relate this to experiences in their own every day environment. They are made aware that in this country people use one or another language or two languages every day - and that this is normality!
Link with competences	2 - Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education 3 - Knowledge about different dimensions of diversity, e.g. ethnicity, gender, special <u>needs</u> and understanding their implications in school settings 8 - Recognising and responding to the communicative and cultural aspects of language(s) used in school

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Implementation of Zones of Educational Priority – Cyprus

Activity related to:	Curriculum and materialss
Key words	Affirmative action
Main focus(es)	Respect for human rights
	Inclusion:
	Access and quality
	Equity and social justice
	Immigrants
	Cultural and linguistic diversity / Ethnicity
Abstract	The idea of affirmative action is promoted through the policy of Zones of Educational Priority (Z.E.P.). in Cyprus. This programme allows local partnerships to develop approaches to raising educational standards in disadvantaged urban areas and prevent bullying and antisocial behavior in general. The programme started in 2004 and it now covers four educational areas. It is based on the development of relationships and actions between schools, local education authorities, parents and other representatives from the local community and the private sector. Project work, cooperative learning, action research work, cross curricular Greek Language learning and authentic assessment are the basic tools. For example the production of a film on how the town reacts to pollution and an investigation of customs related to marriage in the places of students' origins are investigated and at the same time become the main material for language learning.
Link with competences	3 - Knowledge about different dimensions of diversity, e.g. ethnicity, gender, special needs and understanding their implications in school settings
	4 - Knowledge of the range of teaching approaches, methods and materials for responding to diversity
	7 - Initiating and sustaining positive communication with pupils, parents and colleagues from different socio-cultural

	backgrounds
	10 - Motivating and stimulating all pupils to engage in learning individually and in co-operation with others
	11 - Involving all parents in school activities and collective decision-making
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Debating collective memory and culture - Cyprus

Activity related to:	School project
	Research & development project
Key words	Multiculturalism, critical ethnography, collective memory
Main focus(es)	Recognition and respect for cultural rights
	Inclusion: *Equity and social justice*
Abstract	An action research project based on critical ethnography, was implemented in Mouttalos, once the Turkish sector of the city of Paphos, which has developed since 1974 into a social ghetto and an urban receptacle for diverse displaced people (Greek Cypriot refugees in the 70s and 80s, Pontian migrants and other "foreigners" since the late 90s, Roma and Turkish Cypriots since 2000). The project attempted to disturb both "boutique multiculturalism" and the neo-orientalist preoccupation with the culture of "others". Students and the teacher used methodological tools to find out how Mouttalos has been a diachronic ghetto, a place that carries a very heavy burden of memories which sometimes provoke the dialogue with history and other times remains well buried under other layers. They had Mouttalos in the centre of this investigation and re-discover it as a ghetto and urban receptacle for multiple kinds of displaced people.
Link with competences	2 - Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education
	3 - Knowledge about different dimensions of diversity, e.g. ethnicity, gender, special needs and understanding their implications in school settings
	6 - Reflection on one's own identity and engagement with diversity
	9 - Creating open-mindedness and respect in the school community

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Students in thick interpretation of ethnic borders - Cyprus

Activity related to:	Research & development project
Key words	Ethnic borders, culture, thick interpretation, ethnicity, immigrant
Main focus(es)	Respect for human rights Inclusion: *Access and quality* *Equity and social justice* Immigrants
Abstract	An action research project focused on the need of a theoretical shift from culture to ethnicity and from entities to borders. Re-contextualization of educational episodes of intercultural conflict or symptoms of cultural incommensurability in classroom, their re-staging as pedagogical events, and their re-codification and analysis as "cultural winks" was the main idea of the project and revealed the need for moving beyond the neo-liberal management of diversity to address both the multi-perspective understanding of cultural codes and the power asymmetries that frame any intercultural encounter. The complexity of pedagogical action makes a favourable terrain for critical activity, where research and action not only co-exist but where they also provide mutual stimulation for each other.
Link with competences	2 - Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education 3 - Knowledge about different dimensions of diversity, e.g. ethnicity, gender, special needs and understanding their implications in school settings 5 - Skills of inquiry into different socio-cultural issues 6 - Reflection on one's own identity and engagement with diversity

	9 - Creating open-mindedness and respect in the school community
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Deconstructing TV Representations - Cyprus

Activity related to:	School project
Key words	Informal curriculum, stereotypes, stereotypical representations, immigrants, prejudice
Main focus(es)	Respect for human rights Inclusion: *Equity and social justice* Immigrants Cultural and linguistic diversity / Ethnicity Religious Minorities
Abstract	This example focused on the role of the informal curriculum and the television in particular as means of promoting the informal curriculum, i.e. all knowledge, strategies, actions, values and attitudes which are formally promoted at school and which may put under scrutiny the curriculum. The project focused on how could the teacher can enable students to become critical against mass media messages. During the implementation of the project the students responded to a questionnaire which included critical questions (e.g. how "the other" as a foreigner is presented, how would specific characters be presented if the writer was of a different ethnic origin, how humour is used to normalize racist behaviour etc.). They then watched extracts of the series and similar questions were posed to the children in order to explore their understanding of how the participants were presented in the series and how racist behaviours were implemented through the route of humour.
Link with competences	2 - Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education 3 - Knowledge about different dimensions of diversity, e.g. ethnicity, gender, special <u>needs</u> and understanding their implications in school settings 4 - Knowledge of the range of teaching approaches,

	methods and materials for responding to diversity
	13 - Addressing socio-cultural diversity in curriculum and institutional development
	16 - Critically evaluating diversity within teaching materials, eg textbooks, videos, media

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Enhancing diversity in Estonian teacher education - Estonia

Activity related to:	Teacher education programme Research & development project
Key words	Induction, novice teachers, mentoring

Main focus(es)	Respect for Human rights
	
	Inclusion:
	
	    Access and quality
	
	    Equity and social justice
	
	    Balancing Unity and Diversity
	
	Gender issues

Abstract	The article gives and overview about socio-cultural diversity in Estonian society and in teacher education. Authors describe the expectations and readiness of teacher trainees for work in a socio-culturally diverse classroom. The theoretical background and implementation model of induction programme in Estonian teacher education is also analysed.
Link with competences	1 - Knowledge and understanding of the political, legal and structural context of socio-cultural diversity 6 - Reflection on one's own identity and engagement with diversity 9 - Creating open-mindedness and respect in the school community 11 - Involving all parents in school activities and collective decision-making 14 - Establishing a participatory, inclusive and safe learning environment 15 - Selecting and modifying teaching methods for the learning needs of pupils 16 - Critically evaluating diversity within teaching

	materials, eg textbooks, videos, media 18 - Systematic reflection on and evaluation of own practice and its impact on students
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Further readings	Eisenschmidt. E. (2006) Implementation of Induction Year for novice teachers in Estonia. PhD thesis. Tallinn University. Jokinen H., Morberg A., Poom-Valickis K., Rohtma V. (2008) Mentoring of Newly Qualified Teachers in Estonia, Finland, and Sweden (Newly Qualified Teachers in Northern Europe - Comparative professional Development. Teacher education: Research publication 4. Gävle 2008.

Improvement of study practice and mentoring system of novice teachers in Lithuania

Activity related to:	Teacher education programme
Key words	Mentoring, induction, novice teachers
Main focus(es)	Respect for Human rights Inclusion: *Access and quality* *Equity and social justice* *Democratic values and participation*
Abstract	The article identifies the need for developing a mentoring system in Lithuania, its theoretical underpinnings, practical models, occurring problems and acquired main results.
Link with competences	1 - Knowledge and understanding of the political, legal and structural context of socio-cultural diversity 2 - Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education 4 - Knowledge of the range of teaching approaches, methods and materials for responding to diversity 7 - Initiating and sustaining positive communication with pupils, parents and colleagues from different socio-cultural backgrounds 11 - Involving all parents in school activities and collective decision-making 15 - Selecting and modifying teaching methods for the learning needs of pupils 17 - Using of a variety of approaches to culturally sensitive teaching and assessment 18 - Systematic reflection on and evaluation of own practice and its impact on students

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Improvement of study practice and mentoring system of novice teachers in Lithuania

Alona Rauckienė

Ona Monkevičienė

Introduction

In Lithuania, as in the majority of European countries, there have been attempts to implement and apply the practice of supporting (mentoring) student trainees and novice educators. Efficient mentor training models are developed and practical aspects of their activity are analysed. The period between 2005 and 2008 has been marked by intensive work on mentoring system establishment; therefore, it is very important to generalise from the experience of the first stage of this activity.

Conditions determining the need of mentoring

After the restoration of Lithuanian independence in 1990, the education reform started with the main aim being to create a democratic general education system meeting the European standards. Teacher educators in higher education establishments also underwent changes, for the reformed schools needed educators who base their professional activity on a different education philosophy and have acquired new competences.

The Teacher education Conception was adopted in 2004. Development and strengthening of competences relevant for educators is projected in all the stages of teacher education: during teaching practice, educational internship or taking qualification examination. Following the adoption of the Conception, the volume of teaching practice has increased to 20 credits. One of the important solutions to the current problems is training of mentors competent to provide professional assistance to student trainees in base education institutions. The Conception also introduces a one-year educational internship, in which a mentor provides a mentee with collegial individual support. The professional qualification of an educator is assessed during qualification examination conducted by Qualification Examination Commission following the procedure established by the Ministry of Education and Science. The Commission is formed by an institution authorised by the Ministry of Education and Science. Having conducted the educational internship and passed the examination, individuals are granted a Teacher's licence (Teacher education Conception, 2004; Teacher Competences, 2008, p. 11-12).

Such a situation conditioned new objectives: to define the role of a mentor and to develop a model of mentor competences, mentoring activity, methods and procedures. This objective was implemented during the ESF project 'Improvement of Study Practice and Mentoring System of Novice Teachers Through Training of Educators-Tutors with Mentor Competences' carried out in 2005-2008. The project was implemented by Vilnius Pedagogical University in co-operation other teacher education education institutions such as Klaipėda

University, Šiauliai University and Vytautas Magnus University.

Mission of mentoring in Lithuania

The establishment of the mentoring system was based on the following principles:

- to establish optimal conditions for educational internship at education institutions and to assist an educator in preparing for qualification examination.
- to ensure the successful integration of novice educators into the labour market and their successful professional career.
- to maintain and strengthen the professional motivation of novice teachers.
- to motivate novice educators to be involved in their own professional development through the establishment of favourable conditions for their strong self concept, personality improvement and quality of (personal) education.
- to cultivate the culture of school community
- to strive for continuous personal and professional development of students, novice educators and experienced teachers (mentors), to maintain and promote principles for life-long learning.
- to initiate and promote partnership between teacher education universities, education establishments and education strategists. (Mentoriaus veikla ir kompetencijos, 2008, p. 14).

Thus, the establishment of the mentoring system aims not only to provide specific support to student trainees and supervision of their internship but also to contribute to the development of school and (personal) education culture, the promotion of continuous learning of educators and the establishment of a closer link between theory and practice.

Mentor training models in Lithuania

Three mentor training models are available in Lithuania (Pedagoginės stažuotės mentorių ir tutorių rengimo metodika, 2007, p.117-118):

Model 1. One-year mentor training

A one-year mentor training model is seen as the most optimal because theoretical training is simultaneously combined with mentoring practice (with tutoring of novice educators). Mentor training starts with an introductory seminar of 2-3 days. Then 3-4 seminars that last 2 days are held (i.e. the total number amounts to 10-12 days per year). Seminars are organised before/ in the beginning of the academic year (August-September), in the autumn (November), in the winter (January) and in the spring (March). The mentor-to-be tutors his/her mentee or student teacher (during the teaching practice) throughout the year. The mentoring is assessed at the end of the academic year and the mentor is awarded a certificate.

Model 2. One-year mentor training, which does not interfere with teacher's work

Theoretical-practical training courses are held in the summer and the mentoring practice (of mentee or student teacher) is conducted during the academic year.

The duration of summer mentor training courses is 5 days. After a one-year professional tutoring of a mentee or student teacher, a mentor participates in the final courses of 2 days in the following summer. During the mentoring practice, a mentor communicates with university tutors. The mentoring practice is evaluated during the final courses and a mentor is awarded a certificate.

Model 3. Intensive mentor training. (One to three month mentor training courses).

Intensive mentor training programme is applied: 3-4 days of contact hour work and the participants of the courses spent the rest of the time on the mentoring practice; they also work on a mentor portfolio, which is used for the evaluation of the acquired mentor competences.

Intensive mentor training programmes have to be developed in a way to ensure the acquisition of competences necessary for a mentor.

Main references:

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SCHOLION - a learning platform in Teacher education - Austria

Activity related to:	Teacher education programme
	Curriculum and materialss
Key words	Individualisation & collaboration; personalising content; communication; mutual intertwining interaction - focussed interaction with SCHOLION
Main focus(es)	Inclusion: *Democratic values and participation*
Abstract	SCHOLIAN is a virtual platform (scholion.ce.jku.at) which aims to overcome the limited acceptance of distance learning environments and materials, while targeting towards self-directed and collaborative learning. In several projects, such as BLIKK (www.blikk.it) several approaches to learner support have been explored to allow learners to individualize the course material to provide several ways of interaction and feedback among learners and coaches. Although most of the educational environments provide such features, we tried to capture the context and background of questions, answers, and remarks. Advanced annotation concepts directly link questions to the concerned content elements and learners can browse material and download lectures.
Link with competences	4 - Knowledge of the range of teaching approaches, methods and materials for responding to diversity
	15 - Selecting and modifying teaching methods for the learning needs of pupils
	18 - Systematic reflection on and evaluation of own practice and its impact on students
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Warum die Lernplattform Scholion? TRANSLATION PLEASE!

Im Rahmen des europäischen Comenius-Projektes ‚Eisweb' fand eine europäische Lehrerfortbildung statt, an der Lehrpersonen und Schulführungskräfte aus Südtirol (Italien), Österreich, Belgien, Deutschland, Niederlande, Tschechien und Ungarn teilnahmen. Diese Fortbildung hatte eine Dauer von ca. eineinhalb Jahren, wobei neben den drei realen Treffen drei Online-Phasen des Lernens stattfanden, die durchschnittlich sechs Wochen dauerten. Als Lernplattform kam Scholion zum Einsatz.

Was waren die Gründe für diese Entscheidung? Die Lernplattform wurde nicht aus der Technik heraus entwickelt und dann die Didaktik darüber gestülpt. Vielmehr wurde in Linz zuerst das didaktische Modell entwickelt, das auf dem Konstruktivismus basiert und das Wissensmanagement mit integriert. Daran anschließend versuchten die Entwickler, die entsprechende Software zu entwickeln. Dies war eine große Herausforderung, da die Ansprüche der Didaktik sehr hoch sind.

Dies schlägt sich heute in der Aufbereitung der Inhalte nieder. Die meisten Lernplattformen beinhalten Kommunikationswerkzeuge, zusätzlich werden Inhalte als Dokumente zur Verfügung gestellt. In Scholion hingegen werden die Inhalte gänzlich anders vorbereitet. Sie werden in die kleinsten gedanklichen Einheiten zerlegt, um auf diese Weise den Usern die Möglichkeit zu bieten, sich das Lernmaterial selbst über Filter zusammenzustellen. Aber nicht genug damit, kann der Lernende in die gedanklichen Einheiten selbst hineinschreiben, also Annotationen machen. Somit ist die Möglichkeit gegeben, dass diese ‚Knoten' (so werden diese Einheiten genannt) Ausgangspunkt für eigene Gedanken und Auseinandersetzungen sind, die auch schriftlich festgehalten werden.

Zusätzlich ist es von großer Bedeutung, dass die User selbst entscheiden, was die anderen Lernenden der Gruppe oder der Lehrende sehen dürfen. Somit wird dem Anspruch Rechnung getragen, dass der Lernende auch der ‚Besitzer' seiner Arbeiten ist und darüber frei verfügen kann.

Der Verlauf einer Fortbildung

Die Teilnehmer/ innen starten mit einem gemeinsamen dreitägigen Seminar. Hier erfolgt neben der ersten inhaltlichen Einführung die sozio-technische Einführung. In der ersten Online-Phase sind die Teilnehmer/ innen verpflichtet, zwei Pflichtmodule zu bearbeiten. Diese Phase dient vor allem dazu, die Lernenden und Lehrenden, die sich auch in einem intensiven Lernprozess befinden, mit der Lernplattform und ihren Möglichkeiten vertraut zu machen. Interessant ist, dass in dieser Phase, die ca. sechs Wochen dauert, die Foren von zentraler Bedeutung sind. Hier werden vor allem Probleme technischer Natur behandelt, da diese in dieser Phase doch nicht unerheblich sind, vor allem, weil viele Teilnehmer/ innen in eine für sie meist unbekannt Welt eintauchen.

In der zweiten dreitägigen Präsenzveranstaltung bilden sich Lerngruppen nach Interessen, die aus einem Pool von vorbereiteten Modulen selbst gewählt werden. Dazu gehören z.B. Neurophysiologie, Interkulturalität, Neue Medien, Reformpädagogik, Begabtenförderung und noch weitere 17 Module.

Die Lerngruppe, die sich z.B. zum Thema Interkulturalität bildet, vereinbart mit dem Tutor oder Lehrenden, was in der Online-Phase geschieht. Da bekannt ist, dass Online-Lernen klare Strukturen und Vereinbarungen braucht, werden diese mit der Lerngruppe verschriftlicht. Solche Vereinbarungen sind:

- einmal wöchentliches Posting im eigenen Forum
- Arbeit auf den Folien der Lerninhalte
- ein Chat pro Woche

In dieser Phase fällt vor allem die Arbeit auf den so genannten Folien auf den Lerninhalten ins Gewicht. Die Diskussion in den Foren nimmt stark ab, da die Lernenden sich nun inhaltlich auf ihre Arbeit auf den Modulen konzentrieren, dort ihre Anmerkungen, Gedanken, Zitate, Beispiele aus der eigenen Erfahrungswelt und der Praxis, Verlinkungen innerhalb der Texte (Referenzen) und ins Internet hinaus ect. machen und diese dann im Chat als Grundlage zur Diskussion stellen. Bevor über eine Folie diskutiert wird, wird diese den anderen Gruppenmitgliedern freigeschalten, damit sie sich ein Bild von den Gedanken des ‚Autors' machen können. Somit wird einerseits die Arbeit auf den Folien, andererseits aber auch die synchrone Kommunikation in dieser Phase wichtig.

Die Chats werden vom Tutor oder dem Lehrenden moderiert, nachdem sich die Gruppe auf einen gemeinsamen Schwerpunkt geeinigt hat. Entscheidend sind hier wieder die Folien, da jedes Gruppenmitglied mitverfolgen kann, was die anderen für Ideen entwickelt haben, welche Beispiele sie aus der Praxis eingebracht haben. So gibt es im Modul Interkulturalität die Möglichkeit, direkt in die einzelnen Knoten die theoretischen Gedanken mit eigenen Beispielen zu belegen, um auf diese Weise einen direkten Bezug zum eigenen Tun herzustellen.

Diese Gedanken sind online für die Gruppe sichtbar, wenn der Lernende dazu bereit ist und die Gruppe hat auch die Möglichkeit, sich auf ein gemeinsames Dokument im Sinne eines Wikis zu verständigen, das sie gemeinsam schreiben möchten. Zusätzlich lassen sich Links in diese Texte direkt ins Internet hinaus setzen, genauso wie zu Beiträgen, die in die Foren verfügbar sind.

In der dritten Präsenzphase wird die Reflexion zu den Arbeiten durchgeführt

wie auch eine Evaluation der Tätigkeiten und Erfahrungen und die neue Online-Phase vorbereitet. In dieser Phase geht es darum, ein Rollenspiel durchzuführen, wobei festzuhalten ist, dass dies nicht alle Gruppen durchgeführt wird. Die Vorbereitung für das Rollenspiel findet auf den Folien statt, wird dann aber im Chat, also in der synchronen Form, durchgeführt.

Insgesamt kann festgehalten werden, dass diese Erfahrung folgende wichtige Ergebnisse brachte:

- Der Blick über die eigenen Grenzen hinweg und die Zusammenarbeit im gemeinsamen Lernen haben die eigenen Erfahrungen aller Teilnehmer/innen – Lernende wie Dozent/innen - erheblich erweitert.
- Es hat zu neuen europäischen Projekten geführt, die heute auch dank der Erfahrungen auf Scholion umgesetzt werden, da es sich z.B. um ein Projekt handelt, das eine virtuelle Schreibwerkstatt für Kinder entwickeln wird.
- Interkulturalität wurde hier authentisch erlebt, sei es durch die verschiedenen Kulturen, die hier zusammengearbeitet haben und grundverschiedene Arbeitsweisen wie auch Interpretationen geliefert haben, sei es auch durch die sprachlichen Aspekte, da viele Teilnehmer/innen auch mit sprachlichen Hindernissen zu kämpfen hatten, da die Fortbildung in deutscher Sprache durchgeführt wurde. Daher waren alle Beteiligten gezwungen, gemeinsame Wege der Verständigung zu finden, insbesonders bei den Chats, die ja sehr schnell ablaufen.
- Alle Beteiligten haben ihre Kompetenzen in Bezug auf den Umgang mit den digitalen Medien erheblich erweitert, die weit über die übliche Nutzung einer Textverarbeitung und des Internets hinausgehen. Ich erachte dies vor allem auch in Zusammenhang mit der Nutzung im Unterricht für entscheidend. Alle Teilnehmer/innen haben ihre Kompetenzen im Bereich Mediennutzung, Mediengestaltung, Medienkenntnis und Medienkritik erweitert.

Detaillierte Informationen in Form einer Dokumentation zur Fortbildung und zur Matetik des eLearnings sowie einen Gastzugang auf die Module finden Sie unter folgender Adresse:

http://www.blikk.it/scholion/eisweb/start.html

http://www.blikk.it

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Teacher education for ethno-cultural diversity in Sofia University- Bulgaria

Activity related to:	Teacher education programme Research and development
Key words	Teacher education, intercultural education, preparation in Bachelor, Master and Doctor degrees, co-operation of university with out-of-university actors
Main focus(es)	Immigrants Cultural and linguistic diversity / Ethnicity Religious Minorities
Abstract	In the pedagogical preparation of students in Sofia University „St. Kliment Ohridski" the problems of the intercultural education have been acknowledged since 2001. Socio-cultural diversity issues are the object of teaching in Bachelor, Master and Doctor degrees within special courses (Intercultural education, Culture and education – management aspects, etc.) and are themes within other courses (Pedagogy, Theory of Education, etc.). Future teachers are prepared for work with children with different ethnic and religious backgrounds. There is a good co-operation with representatives of the state institutions, different ethnic and religious groups and non-governmental organizations working in the field of the intercultural education. This co-operation helps students to see the relationship between theory and practice – with real examples of places and activities of intercultural dialogue and education
Link with competences	1 - Knowledge and understanding of the political, legal and structural context of socio-cultural diversity 2 - Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education 3 - Knowledge about different dimensions of diversity, e.g. ethnicity, gender, special needs and understanding their implications in school settings

4 - Knowledge of the range of teaching approaches, methods and materials for responding to diversity

5 - Skills of inquiry into different socio-cultural issues

6 - Reflection on one's own identity and engagement with diversity

7 - Initiating and sustaining positive communication with pupils, parents and colleagues from different socio-cultural backgrounds

8 - Recognising and responding to the communicative and cultural aspects of language(s) used in school

13 - Addressing socio-cultural diversity in curriculum and institutional development

16 - Critically evaluating diversity within teaching materials, eg textbooks, videos, media

17 - Using of a variety of approaches to culturally sensitive teaching and assessment

18 - Systematic reflection on and evaluation of own practice and its impact on students

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Teacher Education for ethno-cultural diversity in Sofia University

Assoc. prof. Siyka Chavdarova – Kostova

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Sofia University "St. Kliment Ohridski" is the oldest and the biggest Bulgarian university. There are 16 faculties and 3 departments that support preparation for Bachelor, Master and Doctor degrees in 92 specialties. In the 2007/2008

academic year in the University we had 24 247 students. In almost all faculties there is pedagogical preparation for future teachers through pre-service and in-service.

Here are some examples from the insertion of the intercultural education in the Faculty of Pedagogy in elective courses:

- Bachelor degree: subject Intellectual differences and education started (specialties Pedagogy and Social work), subject Intercultural education (specialties Pedagogy and Social work), subject Pedagogical aspects of the phenomenon refugees (specialty Pedagogy) etc.

- Master degree: subject Culture and education – management aspects (Master programme Educational management), subjects Equal access to education – management aspects, subject Intercultural education (Master programme Educational management) etc.

- Post-diploma qualification for acquisition of teacher legal capacity: subject Intercultural education.

As a theme, intercultural education is in the programme of the subject Pedagogy for students from the speciality Philosophy and some specialties in the Faculty of Classics and New Philologies, for example: French, Classic, Greek, Romanian philologies. Such theme is part of the programme of the compulsory subject Theory of education, specialties Pedagogy and Non-formal education, Faculty of Pedagogy.

The training of students in these subjects would not be effect ivewithout exceptional assistance and co-operation on behalf of representatives of the state authorities (Ministry of Education and Science, Ministry of Culture, representatives of different ethnic minorities in Bulgaria – Armenian, Turkish, Roma, Jews, religious groups, non-governmental organization of ethnical minorities, pedagogues working with children from ethnic minorities. The students were able to visit schools outside Sofia where Roma children learn and where there are classes in Armenian. Significant assistance came from the Center of Independent Life which enabled students to participate even in joint activities with people with disabilities.   Essential assistance was provided by the office of United Nation High Commissioner for Refugees which facilitated contact with state and non-governmental organizations working with refugees in Bulgaria (State agency for refugees, Refugee-migrant service of Bulgarian Red Cross, Bulgarian Helsinki committee, Caritas – Bulgaria etc.).

Students are supported in working with children from different ethnic, religious background and a considerable number of students undertook courses in this area and completed diploma and doctoral theses, Three students have successfully defended their dissertations in this field in the last three years.

The effectiveness of the educational process in the field of the intercultural education in Sofia university depends on the knowledge and expertise in intercultural education of the teacher educators. Staff development, in turn, depends on the extent of the research activity. The number of professors and assistants that are engage with socio-cultural diversity in school and in out-of-school environments is increasing and research results are being integrated in the curriculum of various university subjects. Here are some examples for research activity of Sofia University:

Projects financed by "St. Kliment Ohridski" (state budget)

- "School and out-of-school activities with children refugees in Bulgaria" (2005-2006) – 6 lecturers and 3 post-graduate students (Faculty of Pedagogy)

- "Main pedagogical problems in schools with raising number of children from ethnic minorities in Bulgaria" (2007-2008) – 8 lecturers and 2 students (Faculty of Pedagogy);

- "Model for transformation of the necessities of the school practice in the pedagogical preparation of the students for working with children from ethnic minorities" (2008-2009) – 9 lecturers and 3 students (Faculty of Pedagogy).

Projects financed by other funds:

- "Mastering of the mechanisms for working with pupils and children with Roma background in multicultural environment – for pre-school and primary school teachers, mediators and administrators", 2007, University center for intercultural education with Roma civil participation, funded by Roma education fund, Budapest (Faculty of pre-school and primary school pedagogy);

- "For widening of the possibilities of the study-room as out-of-school form for optimal integration of the students fro ethnic minorities", funded by Center for educational integration of pupils and children from ethnic minorities to the Ministry of Education and Science, 2007 – 2008 (Faculty of pre-school and primary school pedagogy).

The main impact the insertion of intercultural education in pedagogical preparation of future students is the increased number of students who express interest in the problems of the different groups of children and undertake further work in this area. The result is the preparation of future teachers with intercultural understanding, positive attitudes to diversity, willingness to work in multicultural school and out-of-school environment.

Teacher education for ethno-cultural diversity in Shumen University - Bulgaria

Activity related to:	Teacher education programme
Key words	Ethno-cultural diversity, pre-service training, intercultural education
Main focus(es)	Cultural and linguistic diversity / Ethnicity
Abstract	The first attempt at incorporating diversity in teacher education in Shumen University was in 1998 as a part of a project called "Intercultural communications and civil society". The programme "Intercultural communications at school" includes theoretical and practical training with interdisciplinary study, combining philosophy, ethics, culture science, jurisprudence, psychology, methodology and pedagogy. From the academic year 1999/2000 the course "Intercultural Education" is obligatory for new teachers. Teachers can also obtain qualifations in "Civil Education" and can undertake an MA in "Civil and Intercultural Education". The University of Shumen provides compulsory subjects in some BA programmes, whereas others are optional. Other subjects are offered only optionally, namely Differential Pedagogy, Ethnopsychology, Intercultural Education, Euro integration and Education, and School Culture Management.
Link with competences	2 - Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education 3 - Knowledge about different dimensions of diversity, e.g. ethnicity, gender, special needs and understanding their implications in school settings 13 - Addressing socio-cultural diversity in curriculum and institutional development
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Teacher education for ethno-cultural diversity in Shumen University

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The first attempt at meeting the diversity in training teachers at Shumen University took place in 1995 under TEMPUS project 095-3295 "BULGAMIN". A special in-service training for practising teachers and students was provided during two consecutive school years. Lecturers from France, the Netherlands, Italy and Bulgaria took part in the training.

In 1998, under the PHARE project 97-0487 "Elaborating Methods of Communication between Minority Groups and Civil Society in Bulgaria", a special in-service training was organized for teachers working with children from different minority groups, followed by empirical work in the field of intercultural communication. Courses for the best teachers in the training at IREF institute in Barcelona were held in May 1999. The theoretical and practical training had a distinctive interdisciplinary approach, combining elements of philosophy, ethics, cultural studies, psychology, methodology, pedagogy, jurisprudence and didactics aiming to give knowledge and experience to the teachers and allowing them to test strategies, methods and techniques for applying intercultural communication at school while working.

Since the academic year 1997/1998 Shumen University has started offering an eligible course within the frames of the unified state requirements for obtaining teacher qualification, called "Intercultural Education", and since 2000/2001 a "Civil Education" course has been added, which is based on intercultural education. The first students in the MA "Civil and Intercultural Education" were admitted during 1999/2000. The programme is designed for university educated teachers, teaching in courses in the field of culture education "Social Sciences and Civil Education". "Civil and Intercultural Education" has been an optional course in the Master's degree programme "Preschool and Primary School Education" since the academic 2003/2004.

In the Bachelor's curricula for future teachers there are different optional courses: for the future primary teachers – "Civil Education at Primary School", for the Bulgarian Language and History teachers – "Models of Feminism in the European Culture", for English and German Language teachers – "Intercultural Communication" and "Discourses of Tolerance", in the Turkish Studies syllabus – "World Culture Image and National Culture Mentality" as optional and "Ethnology and Ethno-Culture", "Ethno-Psycho Linguistics", "Ethno-Linguistics" and "Ethno-Psychology" as compulsory. Future teachers in Russian have "Linguistic-Cultural Sciences" as an optional course.

Teaching, managing and enhancing diversity are covered in a number of courses. The syllabus in the course "Teaching diversity" covers European Integration and Education, Sociology of Education, School Culture

Management and Pedagogical Sociology include the following elements: Foreign Language Training in European Countries; European Language Portfolio; Civil Education in EU Member Countries; EU Programmes in the Education Field; Socio-Cultural and Ethno-Demographic Environment as a Factor for Socialization; School Culture and Ethnical values; Differential pedagogy; Cultural Differences within the Classroom; Teenage Subcultures and School Culture; Deviant Student and Delinquent Subcultures.

Diversity management: The *School Counseling* seminar covers topics of civil and intercultural education; The *School Pedagogy* seminar covers topics of socio-educational programmes in family relations; *Didactic technologies in civil and intercultural education in preschool and primary school environments* focuses on linguistic issues, teachers' attitudes toward schoolchildren, evaluation of progress made by children of different ethnic groups; it pinpoints skill acquisition to do with class work variety by means of retested patterns and technologies, so that students may create one of their own.

Enhancing diversity: *Differential Pedagogy, Intercultural Education, Didactic Technologies in Civil and Intercultural Education,* and especially *Training Techniques in Civil and Intercultural Education*; *Development and Management of Education Projects* presents national and international programmes in the education field; the course includes exercises on educational development aimed at creating an environment where socio-cultural diversity is tolerated and encouraged.

Erasmus bilateral agreements with the University of Professional Education in the Hague and the University of Professional Education in Rotterdam, the Netherlands were signed in 2003/2004. In 2004 in the Teacher Information and Qualification Centre in the city of Varna provided a one- month training course for 10 Roma assistant-teachers following an order from the Bulgarian Ministry of Labour and Social Policy. The following year in the same place, under the same Ministry project, 13 primary teachers form Varna area participated in the programme "From Help to Employment" were trained in how to teach illiterate adult Roma people.

A project called "Intercultural Communication and Discourses of Tolerance" was completed in the period 2002-2004. Syllabi were designed which were a prelude to the introduction of a new education module called "Intercultural Communication and Discourses of Tolerance" in the Bachelor's and Master's degree curricula in English, German, Russian and Turkish Studies and Journalism and Theology in the Faculty of Humanities.

In 2004 - 2006 Shumen University worked actively on the "EMIL" project, part of COMMENIUS 2.1, a programme of SOCRATES – a "European Module

Programme for Intercultural Education of Primary School Teachers". The basis of the EMIL project was the cooperative work between partners form Germany, Greece, Bulgaria, the United Kingdom and Turkey for developing and applying in different European countries a module programme for involving the intercultural competency in the teaching and qualification of primary school teachers. This is seen as filling a gap in the educational system of the project participating countries, because none of them have included intercultural competence within their teacher education programmes.

Under the COMMENIUS 3 programme, the German Studies Department and the Teacher Information and Qualification Centre participated in a project called "DaF - European Network: German Language as a Foreign Language". An educational website was designed, containing materials which could be used online by pupils, students and teachers.

The University governing body thinks that there should be more opportunities for part time student education in foreign countries, as a means of increasing students' awareness of socio-cultural diversity. This will lead to their greater ethno-cultural tolerance by availing themselves of the Erasmus programmes more actively; by more comparative research in the field of socio-cultural diversity; by modernizing and diverging the training of teachers, through specifying of particular criteria for quality and applicability; by changing the curriculum emphasis on comparative theology for overcoming ethnic confrontation and intolerance.

Suggestions made by staff at the University of Shumen may be classified as follows: Foundation of a scientific laboratory in Socio-cultural Diversity and Education; Students' participation in international projects and research; Discussions on diversity at school; Inclusion of specialized courses in work with children with specific education needs in the syllabi for all pedagogical departments; More optional subjects to do with diversity.

The young teachers who have graduated from Shumen University consider that the existing curricula meet their needs and suggest that: observations at school should begin earlier; there should be more optional courses for Special Pedagogy students so that they can make a realistic choice; a special training for extracurricular activities and pedagogical basis of spare time realization should be included in the curriculum; the quality of psycho-pedagogical training should be improved by increasing the number of contact hours and including training for practical activities for solving conflicts and managing diversity; the amount of observations at different multicultural schools should be increased; modules for working with children from different cultural and linguistic backgrounds should be included; more optional courses should be developed for working with children from ethnic minority groups; and teachers should be trained how to use interactive methods of working in multicultural environments.

Trio – An entirely original concept - Austria

Activity related to:	Curriculum and materials
Key words	Trio, a tri-lingual magazine; primary school classes; esp. developed for the needs of children with migration background;
Main focus(es)	Recognition and respect for cultural rights Inclusion: *Access and quality* *Equity and social justice* *Democratic values and participation* *Balancing unity and diversity* Immigrants Cultural and linguistic diversity / Ethnicity
Abstract	At the start of Trio there were approximately 100,000 school children in Austria attending classes where several first languages are represented. Classroom visits showed that there was hardly any material for multilingual teaching available that takes into consideration the various first languages of the pupils. However, various education ministry projects, e.g. pictorial dictionaries, have generated a lot of interest. In the past, teachers usually had to make their own multilingual material for use in their classrooms. The idea behind Trio is to provide these teachers with teaching material for use in multilingual classrooms, ideally in co-operation with a native teacher speaking a different first language but also, as is much more often the case in Austrian schools, alone. Of course, no magazine can replace classroom teaching but it can provide valuable help.
Link with competences	1 - Knowledge and understanding of the political, legal and structural context of socio-cultural diversity 2 - Knowledge about international frameworks and understanding of the key principles that relate to socio-

cultural diversity education

3 - Knowledge about different dimensions of diversity, e.g. ethnicity, gender, special needs and understanding their implications in school settings

4 - Knowledge of the range of teaching approaches, methods and materials for responding to diversity

5 - Skills of inquiry into different socio-cultural issues

8 - Recognising and responding to the communicative and cultural aspects of language(s) used in school

10 - Motivating and stimulating all pupils to engage in learning individually and in co-operation with others

16 - Critically evaluating diversity within teaching materials, eg textbooks, videos, media

18 - Systematic reflection on and evaluation of own practice and its impact on students

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Trio – An entirely original concept

Concept of appreciation

Trio was expected to contribute to the appreciation of these classes and of children with migration background. The concept of Trio is tailored to their needs. All content is original and specially created for Trio. It is not taken from schoolbooks and does not contain translated exercises from other media. We found that the target group appreciates this complex approach. Again and again, teachers and pupils tell us that the clear, appealing and professional design is taken note of and that the children want to read Trio of their own accord – they don't always have to be "reminded" by the teachers.

The Trio team

An international team of approx. 20 people is involved in the editorial and graphic production of Trio. The editor-in-chief is assisted by three editors who are teachers and have either Turkish or BCS as a first language. They can develop and test-run their ideas for Trio in their own classrooms. The pedagogical consultant provides continuous supervision. Two professors from universities of education assess the contents and put together a teacher's supplement which is enclosed with every copy of Trio. All these people come together in the editorial meetings which mark the beginning of every new issue. The results of these meetings are then communicated to the Austrian Ministry of Education, the commissioning authority.

The editor-in-chief edits the texts according to journalistic criteria. As visual and graphic elements play an important role in Trio, the editor-in-chief works hand in hand with the graphics department. During the graphic design phase, a lot of "superfluous" text "disappears" from the manuscript. That way the editor-in-chief and the graphics department can not only optimise the design but also the texts up until the final production stage.

The texts are first supplied in German to enable the editors and the graphics department to understand and edit them. As the texts may change up until the production deadline they will only be translated back at the very end. Also, a black and white German version of the magazine is produced for download. It serves as support material for the teachers but is not intended for use in the classroom.

Illustrations

In contrast to many schoolbooks and other school media Trio does not buy

illustrations from already published books and teaching materials but commissions them to be made especially for Trio. In order to give the magazine a unique character all illustrations are made by one graphic artist based in Germany who is also an illustrator and author. The editorial staff assume that Trio readers do not only want to see drawings. Illustrations are therefore only used when there is no photo material available or when the use of photos would not make sense. Our picture editor is responsible for supplying the photo material.

Texts

Creativity and objectivity are important in our texts. They target the children's living situations and try to inform the readers "at eye level". The consistently positive reactions are proof of the success of this strategy. Even though Trio is aimed at seven- to ten-year-old pupils we have received numerous orders from schools above primary school level where Trio is read by 11- and 12-year-olds because no adequate teaching materials are available for this target group. As the texts contained in Trio are "objective and not childish" they are also accepted by older target groups.

In addition to the two regular Trio issues in spring and autumn, monothematic special issues have been produced at irregular intervals, e.g. an issue on the EURO 2008 football championship in May 2008 and an issue on "Cultures and Languages in Europe" in December 2008. The subsequent issues of Trio introduced a "guest language" in each magazine to assure children with mother tongues other than German, Turkish or BCS that their first languages are not "forgotten". So far, these guest languages have included Albanian, Arabic, Polish, Romani, Romanian and Russian.

Trio is free and sent out against payment of postage and a handling fee only. The number of issues ordered and of reactions to the magazine are significant enough to show that Trio reaches its target group like almost no other medium does. Also, teachers order the magazine not only for the non-German native speaking children but usually to be read together by the whole class. This is just what Trio intended and that success is the magazine's biggest strength.

Trio – Reading is teamwork

Not only a football match relies on a well-rehearsed team. Good pedagogical work can also be more successful and professional if carried out by an experienced team – for the benefit of all our school children. Our practical experience so far has shown Trio to be most effective when the class teacher and the native-speaking teachers work together with Trio, forming a multilingual team. This process includes German as the language of instruction with a focus on reading techniques and reading comprehension and an improvement of competence in all languages represented in Trio. Basically, every child is interested in languages, in its own mother tongue or in the languages spoken by the other children in the classroom if they speak languages not understood by all the others. In order to integrate this interest into your classroom teaching at the best possible level we recommend Trio to

be used in your classroom in co-operation with native-speaking teachers.

The entire teaching team should take the time to discuss and coordinate the use of Trio. Many new ideas for teaching can arise from the team and a team offers opportunities for exchange on how the children can work with the languages contained in Trio. Previously unknown interests, talents and also weaknesses of children can be discovered and dealt with more effectively as "more eyes see more". This is one of the biggest advantages of effective team work!

Many European and international education associations call for an "equality of languages", a demand which receives expert support through the use of Trio in the classroom and through the teamwork with native-speaking teachers – even though we all know that English is currently regarded as the "lingua franca".

Teachers cooperate

The following are some tips on how and why the use of Trio in a co-operation of the class teacher with native-speaking teachers in and/or outside the regular class can be beneficial to all children.

- Class teachers are often not able to know and understand all the first languages represented in their classrooms. Native-speaking teachers know and speak the two most spoken non-German languages at Austrian schools (Turkish and Bosnian/Croatian/Serbian) and can offer professional help to the young readers of Trio.

- The native-speaking teachers working at our schools can provide competent support for the children's existing language competence in expanding their vocabulary and increasing their reading competence in these languages. They can help with the correct pronunciation of the read text (= phonetic correctness) or in understanding new words in the first language and/or the second language German (= extension of vocabulary).

- With the use of Trio and working in a team with the native-speaking teachers (and of course with the support from parents!) interesting language comparisons can be made (= contrastive observation of languages). Children can explore languages, e.g.

- find different characters in the various languages,

- compare endings of words in various languages,

- take a closer look at names of children in the various languages,

- think about the meanings of names in the various languages,

- identify sounds that are different and that don't exist in the children's own languages,

- try to form these sounds.

Trio helps in remembering languages

Pupils speaking a first language different from the language of instruction tend to forget or completely lose this first language even faster than unfortunately is the case already. Such situations often lead to a state of semilingualism where none of the languages can be spoken at the level expected and required by the education system.

If a language is not as prestigious as for example English or Spanish are, there is much less attractive, pedagogically useful written reading and learning material available which in turn brings down the expected level of language competence.

If a living language which is not at the same time the language of instruction is not offered and used constantly, it will soon become outmoded and its speaker will come to regard it as a foreign language. In order to counteract this well-known phenomenon, a skilled and intensive approach by native-speaking teachers to dealing with the children's languages is called for. Here, Trio helps learners to not forget languages!

Many children take on the role of language experts when reading the languages offered in the Trio magazines. Their help is needed to understand all the texts. This is why not all the texts are translated into German and vice versa.

Trio: Challenge and potential

The unprecedented variety of languages brought into the classroom by children with migration background is the central aspect of Trio, a new magazine for children between 8 and 12. Such diversity presents teachers with considerable challenges. It does, however, also create a potential for new opportunities in teaching. In the section of the Austrian curriculum that deals with primary schools as an environment for social learning these schools are given a special importance in social education. They enable intercultural learning because children with both German and non-German mother tongues are taught together.

The new reading medium Trio offers children with German, Turkish or Bosnian/Croatian/Serbian as their mother tongues the opportunity to practise reading in these languages. In addition, they are exposed to the written form of these languages providing them with the very rare opportunity to learn their own languages in both the written and spoken forms. It was our deliberate decision not to provide all the texts in Trio in all three languages. This gives the children an additional opportunity for communication (e.g. in the form of circular discussions, working with a partner, in a group or on a project). Children speaking a minority language can give information on the Turkish or BCS language providing them with new ways of learning (i.e. meeting the written form of their mother tongues, in some cases for the first time). It also puts them in the roles of those who know something special which boosts their self-esteem. "You see! I can speak and read another language. A language not all of you understand."

Maybe Trio will help put an end to the so-called speechlessness of some pupils with migration background – and even if it achieves that in only one child it will be worth the idea and all the time of Trio.

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Do we need changes in our teacher education? - Estonia

Activity related to:	Teacher education programme
Key words	Teacher competences, professional standard
Main focus(es)	Respect for Human rights Inclusion: *Access and quality* *Equity and social justice* *Balancing Unity and Diversity* Immigrants Cultural and linguistic diversity / Ethnicity Religious Minorities Special needs Gender issues
Abstract	A short overview about the situation in Estonian education from point of view socio-cultural diversity. How teacher education reacted to the changed situation, what kind of possibilities are offered to teacher to improve their knowledge and skills in this field.
Link with competences	1 - Knowledge and understanding of the political, legal and structural context of socio-cultural diversity 5 - Skills of inquiry into different socio-cultural issues 8 - Recognising and responding to the communicative and cultural aspects of language(s) used in school
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Do we need changes in our teacher education?
   Maie Soll

One of the today's challenges in education in Estonia as in many other countries is increasing diversity. From point of view the gender issues and religious groups there are no big changes, but our society, including teachers are more aware that those differences should be considered in teaching process.

The drop-out rate is more higher among boys in basic education, at the same time prejudices and stereotypes about men's and women's abilities etc are quite common in everyday life.

Our students differ more in their socio-economical background. Fortunately, the results of Pisa-test 2007 showed that on the basis of socio-economical status of students there are no statistically significant differences in achieving of study results.

From point of view of special needs and linguistic-cultural background of students we see quite rapid changes.

In the situation when the absolute number of students is decreasing, the number of students with special needs in ordinary classes is growing in comparing five years ago situation. But the number of students studying in special classes and schools is not notably lower than early.

Table 1. The students with special needs in study year 2005/06

	Proportion from basic school pupils		
	Special schools	**Mainstream school**	
		Mainstream class	**Special class**
2003/04	2,6%	10,5%	1,0%
2004/05	2,7%	11,5	1,0%
2005/06	4,6%	11,3%	1,0%

(EHIS – Estonian Educational Data)

In Estonia there is the possibility to choose the study place according to the language of instruction almost on all level of education (from kindergarten to higher education). Although every language could be the language of

instruction on the level of pre-school, basic school, vocational education and higher education (exception is the upper secondary school, where the language should be Estonian), in reality we have Estonian-medium, Russian-medium and some English and Finnish-medium schools.

Although in Estonia are side by side lived people with different mother tongues, our classrooms have been homogeneous. Now every year the number of students with different mother tongues and with different Estonian language knowledge grows.

Table 2. The students with different mother tongues.

Study year	The % students
2007	3,9
2008	4,3

(EHIS – Estonian Educational Data)

All those listed above changes influence directly teaching process. If we want to achieve the goal that all children could have equal opportunities for development, teachers should be prepared for new challenges.

There are needed teachers, who can work in schools with different languages of instruction. The environment, where our teachers are working, is increasingly heterogeneous from point of view many characteristics.

According to the legislative act and other strategic documents in the field of teacher education and teacher competences it seems that there are considered and included all the changes in society. For example, according to the Professional Standard of Estonian Teachers she/he:

▸ knows the regularities and specific features of learners' (including learners with special needs) development;
▸ knows the specific features of a multicultural learning environment
▸ takes into account the special features of a multicultural learning environment and prevents corresponding problems that may arise;
▸ adjusts the learning process and environment to learners with different language knowledge and cultural backgrounds.
▸ applies methods and forms of group and independent work appropriate for the aims of learning, for learners' age and their abilities.

The Professional Standard of teachers is basis for certification of newly qualified teachers, for already working teachers it is like recommendation.

In the Strategy of teacher education are described directions in this field. The teacher education institutions should emanate from competences described in the Professional standard of teacher, what means that after initial training newly qualified teachers are able to work in schools with different languages of instruction, in multicultural class etc. Theoretically

there must be possibilities for all teacher students and teachers to acquire needed skills and knowledge.

The results of analyses of teacher education curricula and possibilities of in-service training show that more quickly had reacted in-service training. In-service training course list include: Multicultural education for teachers of Estonian language, class teachers, subject teachers; The principles of integrated language and subject learning; Compiling individual curriculum, Bilingual education and supporting bilingual children etc. In Estonia there is possibility that the school order a course for the school teams. The school (head) describes the problems in school or competences, which are needed. In the initial teacher education study programmes we could find courses "The pupils with the special educational needs" as a compulsory subject, course "The multicultural education" is mainly as a elective subject. From the results of questionnaire of teacher educators came out that the conception of diversity is integrated in different subject. For example, the main topic "Subject methodology" is presented from point of view possible socio-cultural differences of students and teachers.

Today almost all initial teacher education curricula involve a basic course in multicultural education as a elective subject. As a optional subject different courses in the field of socio-cultural diversity are offered in the universities.

The teacher education institutions have reacted quickly to the needs of school and teacher in in-service training. Such developments are very needed, because the research shows that teachers don't feel secure about their skills, what are needed to work in a multicultural classroom.

To conclude the short overview about Estonian situation from the perspective of socio-cultural diversity in education, we should be aware, that a lot of teachers need training and not all young teachers are prepared for challenges in the classroom after their initial training. Many questions remain: what are the essential basic knowledge and skill, what every teacher should know today, how to include subjects in teacher education in the condition, when curricula have their time and amount limits.

Main references:

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Estonian Teacher Education Strategy (2008) www.hm.ee (view 01.10.08) [in Estonian]

NQTNE Network - Estonia

Activity related to:	Teacher education programme
	Research & development project
Key words	Newly qualified teachers, mentors, networking
Main focus(es)	Respect for Human rights
	Recognition and respect for cultural rights
	Inclusion:
	Access and quality
	Equity and social justice
	Democratic values and participation
	Balancing Unity and Diversity
Abstract	The main aims and activities of Newly Qualified Teachers Network in Northern Europe (NQTNE) will be described and analysed.
Link with competences	1 - Knowledge and understanding of the political, legal and structural context of socio-cultural diversity
	2 - Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education
	4 - Knowledge of the range of teaching approaches, methods and materials for responding to diversity
	5 - Skills of inquiry into different socio-cultural issues
	18 - Systematic reflection on and evaluation of own practice and its impact on students
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Further readings   NQTNE http://www.hig.se/p-inst/nqtne

Fransson, G.; Gustafsson C. (2008) Newly Qualified
Teachers in Northern Europe. Comparative perspectives
on promoting professional development. University of
Gävle.

Newly Qualified Teachers in Northern Europe – Research and Development Network (NQTNE)

Valdek Rohtma

Newly Qualified Teachers in Northern Europe – Research and Development Network (NQTNE) is an international network of researchers interested in Newly Qualified Teachers (NQT) and development of systems promoting NQTs professional development.

The main aim of the network is to stimulate international co-operation in research focusing NQTs in a broad sense as well as Research and Development of professional support systems. Matters of importance in the network are comparing perspectives, exchanging of experiences and developing joint research projects.

The main activities are to:

- stimulate and co-ordinate international co-operation in Research and Development of support NQTs
- compare Research and Development of support for NQTs in different countries
- conduct joint Research and Developmental work
- transform research-knowledge to support NQTs
- collaborate with national/ local networks
- raise the national level of Research and Development that focuses and supports NQTs.

The network is organized as an international committee with one to three participants from each country, who usually also represent powerful national research groups. On the national level, the members of the committee do have the ambition to coordinate local/ national networks in their own countries. However, due to different conditions and circumstances this is conducted differently in each country.

The NQTNE-network was initiated by participants from the University of Gävle (Sweden); University of Jyväskylä (Finland); CVU Storkøbenhavn University College (Denmark); University College of Telemark and University College of Oslo (Norway); Tallinn University and University of Tartu (Estonia).

During 2005-2007 the network was financed by the Swedish council for working life and social research (FAS). The network is co-ordinated from the University of Gävle by the *Induction Research Group*. International Co-ordinator: Göran Fransson, University of Gävle, Sweden, gfn@hig.se

Main outcomes:

During the years 2003-2008 NQTNE has emerged out of a common interest in research concerning Newly Qualified Teachers, mentors and the development

of support systems for NQTs. The formalisation of the network is presented in the web site of the NQTNE http://www.hig.se/p-inst/nqtne http://www.hig.se/p-inst/nqtne

In October 2008 was the book titled *Newly Qualified Teachers in Northern Europe - Comparative Perspectives on Promoting Professional Development* published. The book written by the NQTNE-partners and is edited by Göran Fransson and Christina Gustafsson. In the book newly qualified teachers' working conditions and systems of support and promotion of professional development, are analysed from a variety of perspectives and levels of analysis. The authors are researchers and teacher educators from Denmark, Estonia, Finland, Norway, and Sweden. All of them are members of the network *Newly Qualified Teachers in Northern Europe* (NQTNE).

Main references:

NQTNE http://www.hig.se/p-inst/nqtne

Fransson, G.; Gustafsson C. (2008) Newly Qualified Teachers in Northern Europe. Comparative perspectives on promoting professional development*.* University of Gävle.

5.3. Research papers

The research papers provide brief reports of research related to diversity. These were selected to provide a flavour of the research work being undertaking in different contexts. The papers have not been subject to peer review, and some of the work is still in progress but they nevertheless offer some valuable insights into diversity issues. One paper has been provided from each of the countries that participated in the Consultation Tables and are as follows:

The secret life of languages, Katharina Brizic, Austria;

Debating collective memory and culture in multicultural schools: Critical Ethnographies of minoritized memories, Christoforos Christoforou, Cyprus;

Enhancing socio-cultural diversity in Estonian teacher education, Eve Eisenschmidt and Karmen Trasberg, Estonia

Possibilities of the Doctoral Degree Thesis for modernisation and further development of the intercultural theory and practice in Bulgaria, Albena Todorova, Bulgaria;

Twitch, wink, twitch mistaken for wink, or ...? Engaging students in the thick interpretation of ethnic borders, Katerina Demetriou, Cyprus

The secret life of languages, Katharina Brizic, Austria

Introduction

The study called "The secret life of languages" was conducted in six primary schools in Vienna, mainly in 2003. Its starting point was a puzzling question, focussing on the connection between language and school success: Why do Turkish immigrant pupils in particular score much lower than pupils from other immigrant groups? This fact is not a specifically Austrian one, but it is confirmed throughout Europe. On the average, Turkish immigrant pupils have particularly low scores regarding their school language (which in our case is German). This fact means a particularly low school success and a weak position in the labour market. As indicated, this finding separates the Turkish group from the other large Austrian immigrant community such as immigrants from former Yugoslavia who show considerably better results. The performance in German is vital to both school career and the career in the labour market. Consequently a lot of research has been done dealing with this issue. One explanation which has often been applied is "culture": Turkish pupils perform weakly because of their culture, their religion and their traditions and values. Turks are said not to value literacy and education in the way we do in the middle of Europe.

In our study, we worked with a sample of 60 children in six primary schools in Vienna; 23 were from Turkey and 37 from the former Yugoslavian area. This is a small sample, but a wide range of data were combined with new aspects for further studies. Our investigations were not limited to the children but comprised their families and background information as well.

Focus 1: Children

In the field of sociology, the individual represents the *"micro level"*. The 60 children in our study were tested both in their second language (in our case German) and in their assumed respective first language: Bosnian/Croatian/Serbian or Turkish. In total, several thousands of individual tests were performed with pupils in all four years of primary school.

Focus 2: Parents

This group of persons represents the *"meso-level"*. Data were collected in one-to-one interviews with at least one parent of each child. This was a time-consuming procedure. An extensive time frame was established for each interview in order to create an atmosphere of confidence and for facilitating free speech. The conversations with the parents were conducted in Bosnian/Croatian/Serbian language (by myself) or in Turkish language (conducted by my colleague). This proved to be effective. After a warming-up phase the issues raised seemed to match needs of the parents to express both their needs and wishes. The interviews indicated that due to linguistic barriers the school system often fails to meet these needs.

Focus 3: Background information

As mentioned above, we also collected background information such as data on teacher-pupil-relations, school issues, societal and political factors. Data from the *"macro-level"* meant collecting and analysing data based on extensive literature study, extensive interviews with experts from both the two countries of origin and on similarly time-consuming conversations with teachers involved with the 60 children.

Results from the study

The children's level

In accordance with other international studies, children with Turkish language origin scored weakly on all tests of German language. At the same time, they showed an exorbitantly high motivation to master German. Furthermore they demonstrated a low self-esteem in regard to the German language. Their motivation to speak or learn Turkish was also quite low, as was their was their proficiency in Turkish; a highly interesting combination of results.

The children from former Yugoslavia in contrast did much better than the children from Turkey as far as the German tests were concerned. But at the same time their motivation for learning German motivation was not very high. Their self-esteem, on the other hand was high as well as their L1 (= mother tongue) motivation and their L1 proficiency. This combination was puzzling as it appeared to be somewhat "unfair"; indicating that high motivation was a useless investment in language acquisition.

The parents' level

The interviews with the parents turned out to be the study's central focus. After some initial problems the parents turned up for the interviews, stayed for a long time, often talking for at least one hour. In order to answer our main open question in regard to linguistic success or failure, we were forced to focus on linguistic topics such as language use at home. Before our interviews, our only source of information on the children had been the "Schul-Matrik" of Vienna. For this "Matrik" the schools' headmasters ask parents for information during school enrolment. One of the questions asked is about the child's first language. In many cases the first meeting between the young child and the new school is quite unsuccessful. It takes place under rather difficult conditions such as such as communication barriers and time pressure.

In our case, the headmasters had only a limited set of information to offer. The only L1 languages given by the parents were Turkish and Bosnian/Croatian/Serbian, for two pupils also Albanian. There was quite a gap to close between the parents' statements at school enrolment and the same parents' statements in our qualitative interviews.

The ways of talking about languages and affiliations turned out to be quite different between the Turkish group and the group from the former "Yugoslavian". The parents from the former Yugoslavia obviously liked to talk about their languages, either minority or majority languages or dialects. In the Turkish group of parents, the same topic obviously touched a taboo: the parents strongly disliked talking about their language. They tried instead to pick out German as a central topic. This tendency became even more obvious when our interviewer brought up minority languages like Kurdish as an issue. Language seemed to be an almost untouchable topic in the Turkish community.

Key issues

- There is much more language diversity than expected in both samples.
- Language shift / switch is more common in the Turkish sample than in the Yugoslavian one.
- There is much fear of talking about linguistic background in the Turkish sample - a sort of "linguistic hedging" (cfr. the low Turkish motivation of the children).
- There is a strong linguistic nationalism in the Yugoslavian group (cfr. the high motivation for using L1 of their children).

Facing these phenomena and the fact that the parents showed behaviour patterns similar to those of their children, we decided to proceed to examine socio-political backgrounds.

The socio-political macro-level of the countries of origin

During our on-going studies, we came across considerable differences between our two societies of origin. The distribution of Turkey's largest minority is the Kurdish population. This minority group has been exposed to extremely hard conditions such as the prohibition of the use of the Kurdish language, and even deportation of villages and areas. Here, in Eastern Turkey, Kurdish is still widely spoken, but only in small areas in Central Anatolia. This is the result of numerous deportations of people from the region during the 20th century. A huge number of migrants within the country is the result of deep poverty in Eastern Turkey and Central Anatolia. After deportation or inner migration, living conditions are very poor. However, in regard to their language, deportation or inner migration led to the disruption of regular language transmission from parents to children. In order to protect the children from stigmatisation and discrimination the parental language is no longer transmitted from generation to generation. Even if a minority language is maintained, people clearly experience that their language is held in very low esteem. Furthermore, the access to school language is considerably difficult. Due to these political and economical background factors, the minority languages are disappearing and the assimilation to Turkish is accelerating.

Another astonishing fact was that not only minorities, but also the Turkish-speaking non-educated majority, were held in very low esteem. This seems to be the result of a

far-reaching, fast and ambitious reform concerning the state-language. The intention of this reform was to improve the conditions for the non-educated population. In practice, the reform turned out to serve the interests of the educated population. This made the acquisition of school-language "capital" even more difficult for the non-educated population. A wide gap was created in addition to considerable social and linguistic inequality, not only between the minority languages and Turkish, but also between the Turkish speaking population; on one hand the non-educated persons, on the other hand the Turkish school language speaking group of people, the educated ones.

Scores on German language tests

- The better the conditions for the parents' language acquisition in their country of origin, the higher the children scored in their L1 AND in German. The worse the conditions have been in language learning for parents, the children's L1 AND their knowledge in German will be lower;
- This result becomes transparent via the parental meso-level. This may be the most interesting and highly significant result of the study. Children who scored particularly well in the family language and in German have families who have maintained the parental language (L1). Of course they maintained their languages particularly under conducive conditions;
- When living conditions are bad, parents tend to give up their own language. They try to change and to transmit a quasi "foreign" new language to their children (L2 = second language). In our study, this language shift turned out to represent a heavy loss of proficiency and of knowledge, which inhibits the next generation's proficiency as well. Children whose scores were particularly weak in L1 AND in German belong to families who have shifted to a new language (Turkish) and have given up their own language (L1) (Kurdish).

Conclusion: What does the outcome of this study mean for teachers' education?

Our study shows that there is much more language diversity, much more language shift and language loss in families than we expected. Family language behaviour was of vital importance. Based on this, the followin questions emerged

- How can the school system manage this diversity?
- How to interpret and handle language shift?
- How to influence parents' language behaviour?

The macro level

This level is difficult to access for individuals: As researchers and individuals we can hardly change Turkey's language policies. We already have difficulties in changing Austria's language policies. But the new knowledge based on all these background factors and socio-political connections may influence authorities and peoples views and actions.

"Culture" is a concept which is applied all too often in order to explain the weak performance of Turkish children. But is "culture" itself behaviour like e.g. the behaviour of language transmission? We cannot explain behaviour by behaviour. Additionally, this behaviour shows major contradictions in itself: The Turkish group's motivation is extremely high, but this group still tends towards non-conducive transmission behaviour. As this study might have shown: behaviour like language transmission behaviour is no consequence of cultural beliefs, but of political facts which have led to the specific Turkish situation; i.e language politics and education politics mixed with minority suppression.

What we learn from this context is that this political macro level has more impact than any other level, more than individual parental wishes or children's motivations and interests. The next outcome is that migration is an issue that matters to both countries and their political macro level: the sending and the receiving one. If this connection is neglected, groups that are stigmatised in their countries of origin often become stigmatised groups in the new country, as in our case the Austrian system, too. At the same time, the Turkish parents intensively aim at success for their children but without the knowledge of how to attain this goal.

Teachers in the countries of immigration aim at educational success for all their pupils. But without background information they cannot be successful. As a result misinterpretations, misunderstandings and frustration are common phenomena throughout schools. Profound and updated knowledge of the social and political context of the home countries of pupils and their families is essential in all teacher education. This would help to understand how personal resources could and should be activated in order to counterbalance the powerful macro level.

The meso level - the parents:

Parents should be included into everyday school life much more than has been done so far. As we know this is not an easy thing. The very first contact between parents and the teacher can be decisive for the whole school career of the pupil. This fact places a heavy burden of responsibility on schools and on teachers. It is indispensable to provide the means for handling such situations already during teacher education, as it might be too late afterwards. This also implies a sort of communication or social training - just to name one example out of numerous requirements. Parents can exert a powerful influence on their children's linguistic success by their own language use. But parents may not be aware of that. In order to inform parents extensively about these basics facts of language acquisition, teachers must be introduced to these issues themselves.

The children's level

Here we found much the same as for parents. In contrast to the macro-level, parents and children are within the teacher's reach. Particularly fat the children's level, our study can provide an interesting and promising conclusion. When the prestige and self-esteem of a whole group is affected by macro conditions, then it is self-evident that one must to support the children of this group by raising their self esteem. In fact, such a self-esteem project has already been carried out successfully in Austria.

Teachers have to be trained to become proficient for these special needs. Above all, they have to know the complex interplay between motivation and self esteem as mentioned above: Motivation is far less decisive for language acquisition than self-esteem. A teacher who invests all of his or her energy in facilitating the pupils' motivation, may not being aware that this motivation in most cases is already very high. The teacher ought to be aware of the much more helpful influence of self esteem. To integrate this one aspect into teacher education would mean broadening the education horizon in a highly effective way.

The results of the study show that in the context of migration we often find social inequality to be faced and overcome, rather than individual differences which of course exist. But this fact cannot be blamed for collective phenomena like the Turkish group of pupils' weak performance. We emphasize that the weak performance of an immigrant group *as a group* essentially results from a composite of social inequalities and stigmatisation, not only in the country of immigration, but just as much in the country of origin. It is similarly central to emphasize that these macro obstacles can in fact be counterbalanced by teachers, that is, through socio-political knowledge and adequate educational methods. Without any doubt, we can say that the matters presented here will remain important or become even more important in the future.

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Debating collective memory and culture in multicultural schools: Critical Ethnographies of minoritized memories, Christoforos Christoforou, Cyprus

Introduction

Mouttalos, (Paphos, Cyprus), once the Turkish sector of Paphos (1963-74), was turned into a social ghetto and an urban receptacle of displaced people differing in origin and circumstances. Greek Cypriot refugees from 90 communities after the Turkish Invasion, Pontian migrants, Roma and Turkish Cypriots and other "foreigners" were placed there, sharing destiny and human needs. A great path from Collective Memory to minoritized memories was found in Mouttalos through an action research project that took place in 2006-2007. The objective of the project was to analyse the multicultural layers of the place, the monuments (misplaced), the buildings, the people and try to understand the identity of the Greek Cypriot students living in a place burdened with Memory.

The place, although in the centre of Paphos, is overshadowed by the past, the conflict, the multiple displacements of people (Greek and Turkish Cypriots), buildings (the Turkish and the Greek school are displaced following its people) and monuments (three misplaced Turkish monuments under the cultural entropy difficult to discover). The teacher involved in the project was teaching in the Primary School of Mouttalos, working with the students on a critical ethnography describing the complexity of the multifaceted educational, monumental history and the human relations in Mouttalos during the period 1963-74. The aim was to overcome the regulation of Collective Memory through the multiplicity of 15 oral histories (marginalised narrative), to recover the discontinuities, contradictions and multilayers of the history of displacement, to involve the students of the Primary School in tracing their past critically, to enrich the critical quest of local history beyond "boutique multiculturalism" and neo-orientalist preoccupation with the culture of "exotic others".

The culture of students is not dealt with as if their identities are static, immanent and ahistorical, but instead as living creatures that are subject to their experiences, their displacements, their common livings and their memories, in respect of the special meaning of Mouttalos itself. Emphasis only on the culture of the "others" can eliminate deeper analysis on important sociological and historical aspects (Tsiakalos, 2000). Greek Cypriot students, grandchildren of the displaced people from the occupied areas of the North in 1974, seek unconsciously their identity of Mouttaliotis which is in constant contradiction with their refugee identity. Mouttaliotis is an identity developed in different perspectives because of the past: as a Turkish Sector which was gradually created in the 60s, as the heart of the conflicting relations between Greek and Turkish Cypriots with the battle of 1964 and the episodes of arrest (Ulus Irkad, 2006).

The action research project

The critical research begun from remains of a monument placed in the centre of a school yard, overshadowed by other more powerful monuments. Monuments are divided, following the example of Gheffou-Madianou (1999) into monuments which do not serve any purpose, have no cultural meaning, are overshadowed and ignored, or are physically empty, and those which exist and have a powerful presence, easily seen and respected as "soldiers of memory". Through oral histories that often mislead at the beginning, meaning was found and the investigator was led to two monuments, remains of which exist in Mouttalos. One of the actual monuments is in the Square of Morphou, which is situated in the Occupied North, the place in which many Turkish Cypriot displaced people live. The missing parts of the monuments were found in the North. Monuments discovered have cultural meaning (Geertz, 2003) when the investigator manages to find the path through oral history and reveal meanings that challenge the grand narratives of history and identity.

The premises of the primary school itself needed critical investigating through oral histories of Turkish Cypriots once habitants of Mouttalos, which were found in the Occupied Areas in the North or in the South. The school premises of Turkish Cypriots were located next to the church – mosque, abuilding with deeper cultural layers. The students of the primary school of Mouttalos had the chance through local history projects to discover the previous identity of the specific building of great significance in their community.

The most important of all were the oral histories about human relations that revealed the cruelty of the conflict but also revealed friendships that have overcome ethnic divides. Oral histories reveal the trauma that often exceeds the narrow limits of Collective Memory, against national myths that are constructed through manipulation of memory for the sake of the present (Bell, 2003). The traumas can be dealt with through memory, rehabilitation or revenge (Hamber & Wilson, 2002). In order to be able to coexist without shadows in a future political solution, we need to start the process of recovery. The whole experience has beencompared with the experiences of Holocaust and Apartheid and it is clear that Jewish children, who were murdered during the Second World War, will not be able to breathe, unless historical recovery takes place (Habermas, 1989).

Three important methodological tools were used by the students:

- Action Research: the case of the Greek and Turkish Cypriots displaced people was investigated in order to view the community critically and interculturally. Through its participatory approach, action research gives the chance to ordinary people to express their social and political anxieties (Stephen Kemmis and Robin McTaggart, 2005) allows for a deep social analysis which aims to serve as a catalyst for long-term changes in the educational and social system and concentrates on the case analysis of Mouttalos and the displacements related to the area, but also Mouttalos as a transit spot, a depot, in routes of displacement.

- Oral Histories: the subjects of the investigation offer testimonies about their experiences of education, the inter-communal conflict, their relationships with the colonial administration and their multiple displacements. Semi-structured interviews do not collect the richness of data that oral histories provide. Oral histories "emerge" when the conversations take place "at home". New dimensions and characteristics of memories occur throughout the narrative. Weaved together, they create a home for minoritized memories. Oral histories build an image closer to the reality of the past and they succeed a deeper analysis of historical facts, an image that is often overshadowed by public sphere and its interests (Thompson, 1988).

- Critical Ethnography: the investigator with critical thinking analyses the place, the monuments, and the displaced people. The ethnographer is open to change, the original premises are challenged, and the self is displaced (geographically, politically, and intellectually).

Through the process the students constructed meanings, learned about people and deconstructed facts from different national and cultural angles, so that memory could retain its links to its social and political basis. In the process of change and social action, critically thinking children take common action to social problems (Banks, 2004).

An important building of our community (6th Grade)

1. Locate neighbouring buildings nearby the one you are studying. Mention at least 2 in your group (for example market, church).

………………………………………………………………………………………………………
…………………………………………………………………………………………………...

2. Write the address of the building and try to draw it in your group:

3. Study carefully in your group the oral histories from the research: "Debating Collective memory and culture in multicultural schools: Critical Ethnographies of minoritized memories (Christoforos Christoforou, 2008)" and find out what needs exactly the building served before 1974, although now is a Centre of Creative Activities of the Elder.

....
....

4. As a group study carefully the yard of the building and its outside appearance (you can take pictures, write notes and make drawings that will help you describe better the building). Write down your comments.

....
....

5. Complete the following:

- S _ _ The number of rooms of the building including the balcony.
- C _ _ _ _ _ _ _ This building used to be important for the Turkish.....
- H _ _ _ _ _ _   It is a project of local ...
- O _ _   .... people spend their time creatively in this building today.
- O _ _ _ _ The name of the Street.
- L _ _ _ _   In this kind of buildings children.... to read and write.

6. Investigate every room of the building according to the sketch. Write every detail about the rooms (ceiling, walls, windows, floors, furniture).

7. Have a conversation with people that spend their time in the Centre. Ask them about the previous use of the building and write down a small dialogue.

....
....
....
....

The above activity aims to help children of Mouttalos to understand previous cultural layers of a building in their community and strengthen the sense of belonging in a place that underneath the great label of "Remembrance" has a deeper history of existence of the "other" and conflict. They follow the traces of the past through oral history and empirical investigation, in order to build gradually the identity of Mouttaliotis. Displacement can be re-constituted to a common historical experience of Greek *and* Turkish Cypriots; not a singular "privilege" to be used by grand narratives. The building hides multiple displacements similar to both communities and its history is important for the multicultural understanding of the place. Similar to the above activity they can interview Greek Cypriots locals (displaced from the Occupied Areas) about the church – mosque of the community and compare it with oral histories of Turkish Cypriots displaced people (from Mouttalos).

Mouttalos is not only a diachronic stop for refugees, a depot for multiple displacements, a symbolism of ghetto (social, military, political, economical), a temporal place to leave and return to what is yours, but also a great symbol of critical intercultural understanding that exists and needs careful decoding. Above all the place needs acceptance, understanding and friendship.

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Enhancing socio-cultural diversity in Estonian teacher education

Eve Eisenschmidt and Karmen Trasberg

Introduction

This article is about recent processes in Estonian teacher education, with a special emphasis on training teachers for work in a socio-culturally diverse classroom. The content and prospects of two main areas are presented: 1) expectations and readiness of students of teacher training for work in a socio-culturally diverse classroom; 2) theoretical background and implementation model of induction programme in Estonian teacher education. The situation in Estonia is analysed as a case study. Here the particularities in the designing of teacher training system arise from the diversity of ethnic and socio-cultural backgrounds of students and teachers. Estonia has one of the one of the highest proportion of foreign-born people in Europe, which complicates the structure and coordination of the system.

Progress in the integration of two different language-based societies is still slow. The conflict depicts the problems, which arise from socio-political and ethnical issues. One of the important challenges is teacher training and induction in particular. Implementing a socio-cultural approach in educational policy in general and in teacher education in particular has been fragmentary with no clear vision. It is argued that with the help of introducing socio-cultural dimension as a principle in all teacher training programs, teachers will gain the intercultural competence which will ensure an effective teaching/learning process based on dialogue of cultures, tolerance and empathy.

Socio-cultural diversity and teacher education

The multicultural society presents new demands and challenges for higher education. The question is whether teacher education will contribute anything positive to multicultural development, or whether it will only reinforce the problems already existing in society (Lahdenperä, 1996, p. 32). The concern for preparing all teachers for diversity has not emerged as a result of the current interest in education reform. More

than 30 years ago, Smith's Teachers for the Real World (1969) identified three problems in preparing teachers to teach poor students: (a) teachers were unfamiliar with the backgrounds of poor students and the communities where they lived, (b) teacher education programs ordinarily did little to sensitize teachers to their own prejudices and values, and (c) teachers lacked preparation in the skills needed to perform effectively in the classroom. Smith concluded that most teacher education programs prepared students to teach children much like themselves, and he called for a major overhaul of teacher education programs with respect to diversity and equity issues. Despite the passage of time, little has changed. Most teacher education programmes acknowledge in principle the importance of pluralistic preparation, but in practice most are characterized by monocultural approach (Melnick, Zeicher, 1998).

One of the key steps toward intercultural teaching is the initial preparation of teachers and school personnel. Many countries have the accreditation requirements or certain standards for socio-cultural aspects in teacher education (Gollnick, 1992, p. 232). Other countries do not. In this country there is a lack of relevant instruments to evaluate intercultural learning (Hoff, 1996, p. 235). Although many higher education institutions in Europe include references to socio-cultural education in the objectives or mission statement of a unit, it is not easy to detect where these are implemented in the curriculum.

Teacher education for work in diverse classroom is one of the aspects that could naturally ensure mutual integration of educational systems, which in its turn would promote the development of a harmonious society. Teacher education should provide such a learning environment, which would allow the future teachers to acquire the necessary competences. In order to ensure effective teaching and learning in multicultural schools teachers should not only thoroughly understand their subjects but also have a good command of a diverse spectrum of teaching methods, curriculum theories, methods of culture-sensitive teaching, assessment and evaluation principles.

Issues of ethnic and cultural diversity in Estonia

Historically the culture in the Baltic region has existed side by side with German, Swedish, Polish and Russian cultures. Cross-cultural contacts have always been very sensitive issues – accompanied by bloodshed, oppression, or genocide but also by understanding, acceptance and cooperation. At the turn of the 20th and 21st centuries the

issue on intercultural education has become topical in a qualitatively new aspect – one, the interior circle of problems is connected with the consequences of the occupation that lasted for almost fifty years; the other - with the world's globalisation processes and joining the European Union.

During the 20th century, Estonia has developed from one of the most homogeneous countries by its population (in 1934 92% of the population was Estonian) into a multinational one (in 2000 65% of the population was Estonian) where Russians, Ukrainians, Belorussians, Finns, Jews, Tatars, Germans, Latvians, Poles, Lithuanians, Swedes and, in smaller numbers, representatives of tens of other nations live side by side with Estonians.

The ethnic composition of the student body in the comprehensive schools reflects the demographic situation of the country. Ethnic pluralism is also present in the Estonian educational system that is characterized by the different languages used in the classroom. During the Soviet era the schools that used the national language (Estonian) as the medium of tuition were relatively mono-ethnic and the Russian school gathered non-Estonians of different ethnic backgrounds. Past decades have witnessed the influx of non-Estonian students into schools where Estonian is the medium of instruction. Thus both the Estonian and Russian schools have become multinational. The schools in Estonia can be divided as follows on the basis of language: 21.7% of all students of comprehensive schools study in Russian-medium schools (see Table 1).

	Students		Schools	
	Number	%	Number	%
Estonian	136 036	78.3	493	82.4
Russian/ mixed	37 786	21.7	105	17.6
Total	173 822	100	598	100

Table 1. The division of students and schools of general education by the language of tuition in Estonia 2006 (Source: Statistical Office of Estonia, 2008).

After fifteen years of "bridge building" in Estonia there are still many unsolved problems. The Estonian Human Development Report (2007) indicates that during the last 15 years Estonian society has not been able to find a constructive way of adapting to the reality where nearly one third of country's population are people with non-Estonian backgrounds. The open and tolerant worldview has not taken root in Estonian everyday life. There are still prejudices against other nationalities/ races and also intolerance of different lifestyles and attitudes.

In this situation, one of the unsolved problems is the content and strategies for teacher education. Teacher trainees often come from very secure backgrounds and have little understanding of the whole spectrum of society. Teacher education is in the very unique position of being able to develop intercultural competence and understanding in society. Therefore one of the greatest challenge for Estonian education is how to prepare both students and teachers for coping in the multicultural environment of Estonia, Europe and the pluralist world that is increasingly opening up for all of us.

Expectations towards teaching in diverse classroom

How sensitive are Estonian teacher-trainees to teaching a diverse student body and how well prepared are they do their jobs well? According to the results of a study done in 2006 in University of Tartu (Trasberg 2006), more than one third of the initial teacher training students had had a personal experience of culture conflict caused by the pupil being of a different ethnic, religious or social background. Every second respondent pointed out that the current curriculum in Estonia is of a monocultural character. A very interesting feature was students' personal attitudes towards teaching in diverse classroom. When respondents were asked how they would feel about teaching in a classroom where are students from different cultural backgrounds - 68% Estonian students responded positively. Despite the positive attitude, many future students felt uncertainty or even fear in teaching students with different social-cultural backgrounds. There was a clear correlation between individual experience and possible fears of teaching in the multicultural environment.

Those students, who had personal experience of teaching minority children (for example, during school practice), have a more realistic understanding of fears compared with students who didn't have such an experience. Teaching a class of pupils, amongst whom some have difficulties in understanding the language of instruction, may create a lot of problems for the teacher. The teacher trainees emphasised the fact that a class of pupils with limited language competence would create a major increase in the workload on the teacher. The children who do not speak the language of instruction well enough will often need special tutoring after class. In addition, they expect the parents to turn more often to the teacher for advice. At the same time are clear fears over the communication with the parents of minority children and a lack of understanding regarding their cultural background and customs. Taking these factors into consideration, the teacher trainees believe that it is necessary to introduce teaching assistants who can deal with adaptation issues, to publish more appropriate teaching materials and to train better teachers (Trasberg, 2006). 84,2 % of the teacher-trainees suggested starting a relevant courses and monitored school practice at universities. The teacher-trainees also requested a course in the basic principles of multicultural teaching, e.g. strategies of culturally sensitive teaching or the basics of intercultural communication, to be added to the set of obligatory subjects of the pedagogical and psychological cycle of teacher training.

Concluding, the research done in this field showed that the teacher-trainees are fully aware of the problems in a socio-culturally diverse society today. They have experienced tensions that may be encountered in every-day situations and also in the classroom, because the participants may be guided by markedly different cultural understandings.

Induction and the teacher's professional development

In order to support novice teachers during adaptation period at school, an induction year programme was implemented in 2004. Estonian education policies try to consider teacher education as holistic, consolidating three levels of teacher education system that creates opportunities for teachers' professional development:

- initial training – degree studies at university;
- induction year – novice teachers' first year of work following primary training implemented in cooperation with the mentor and university and completed by passing a special examination and receipt of a corresponding certificate;
- in-service training – either improvement of an already acquired qualification or acquisition of an additional qualification on the basis of a degree in pedagogy (including additional subject studies or acquisition of additional competences in order to teach at different school stages

Arising from the theoretical standpoints and taking into consideration the trends in Estonian teacher education, we see teacher development divided into three dimensions: professional knowledge and skills dimension, social dimension and a personal dimension (Figure 1). The processes supporting the development occur simultaneously in three areas: (1) developing teaching competences, (2) socialization in organization and in profession and (3) developing professional identity. Developments in the mentioned dimensions and the corresponding processes take place in the school context and are influenced by the processes within an organization.

Organisation as context for

Socialization in organisation/ in profession

Social dimension

Professional development of

Professional

Figure 1. Theoretical foundations of the induction year (Eisenschmidt, 2006).

Thus, the theoretical foundations of the induction year in Estonia are as follows:

1. Schools are seen as learning organizations. There are teachers' learning communities; teachers' organizational learning and support for each other's professional growth that takes place within an organization (Senge 1990; Fullan 1991 et al). An important role is played by a school leader as the development of his/her school into a learning organization depends on his/her competence. The mentor as experienced colleague is a supporter of the novice teacher's professional development in the school context, and helps to adjust to the school as an organization and to the teacher's profession and provides assistance in solving everyday work-related problems.

2. Evolving into a teacher includes a socialization process, through which the novice teacher becomes a member of the teaching community, accepting the knowledge, skills, qualities, norms and manners valued in society and in the given school. It is a social process, where the opinions and attitudes of experienced teachers play a big role. Two socialization processes take place simultaneously – socialization within an organization and professional socialization. Professional socialization is more successful if a person adapts to an organization quickly, therefore the focus in the induction year is on

adjustment to schools as organizations, on getting to know school culture, the aims of a school and colleagues.

3. The prerequisite for the continuous development of a teacher is the readiness to develop oneself, to analyse one's own work. In order to ensure the continuity of the professional development of teachers, it is essential to connect the three stages: initial training, induction year and continuous professional development (Feiman-Nemser 2001). During the first working years, the basic competences are developed (among them a suitable teaching style is adopted and a learning environment is created) and the basis for professional self-concept is formed. The ability and possibilities to self-reflect is one of the important bases for professional growth (Schön 1983, Kolb 1984, Korthagen 1999). During the induction year it is the mentor who supports a novice teacher in the process of reflection and planning of one's development.

According to the theoretical concept, the mentor has three important tasks in the Estonian school system: (1) to support the professional development of a novice teacher, (2) to support the socialization of a novice teacher to the school as an organization and (3) to participate in school development. At the same time the induction year is an opportunity to implement reforms in the educational system, and to support the implementation of the ideology of professional development of teachers and workplace learning. Supporting the development of a novice teacher also influences the development of schools as organizations and possibilities for cooperation between teachers increase.

The implementation model of the induction year

The focus of the model (Figure 2) is on the professional development of novice teachers and it is supported by the school setting on the one hand and the support programme organized by the university induction centres on the other hand. The aims of the induction year are as follows: (1) to support the adjustment of novice teachers to schools

as organizations, (2) to further develop the competences acquired in initial training and (3) to provide support in solving problems caused by lack of experience.

School setting as an environment for professional development, support of mentors		
Aims of induction year	Supporting the adjustment of novice teachers to school as an organization	Developing basic competences	Providing support in solving problems
Professional development of novice teachers		

University centres of induction year
  – support programme for novice teachers
  – mentor training
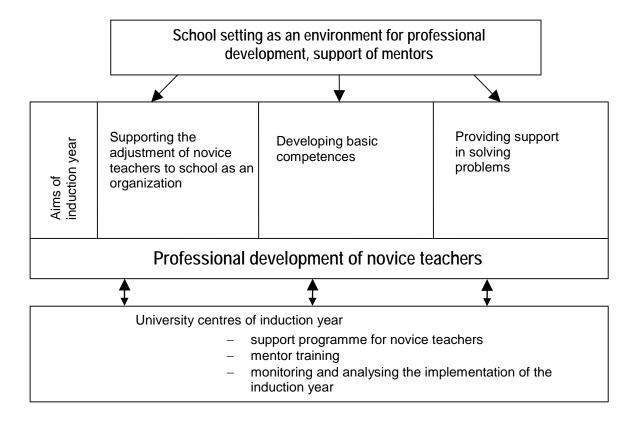 – monitoring and analysing the implementation of the induction year

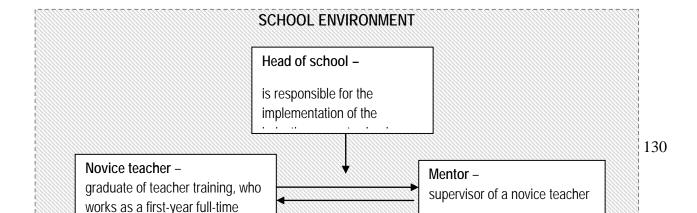Figure 2. *Implementation model of the induction year*

In the model, two approaches are combined: learning and development in the school setting and the meetings of novice teachers in university centres.
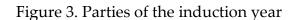
The principles supporting workplace learning and the professional growth of novice teachers inside the school have been researched and have evidence based theoretical foundations. Less attention has been turned to the reasons why it is essential to organize the meetings of novice teachers at universities.

The following circumstances have led to the implementation of university support programmes:

1. International research shows that the teacher's eagerness to self-reflect is insufficient and mentors are oriented toward supporting adjustment to school culture;

2. Meeting with other novice teachers helps to understand the universality of the problems encountered by beginning teachers, which relaxes tension and supports novice teachers to develop professionally;

3. While adjusting to the school setting, problems might arise, which novice teachers do not want to discuss with their mentor, or conflicts might emerge, which can be discussed during the support programme in university centres;

4. This makes a link between teachers' initial education and continuing professional development.

In the implementation of the induction year model, there are four parties. In the school setting, (1) a school leader, who is the creator of the environment that supports learning and professional development, and who appoints a mentor for a novice teacher; (2) a mentor, who is the closest partner for novice teachers and who supports their socialization and professional growth; (3) a novice teacher, who is responsible for his/her own professional development; (4) a university centre, where mentor training takes place, seminars of the support programme for novice teachers are held and there is constant monitoring and development of the process (Figure 3).

SCHOOL ENVIRONMENT

Head of school –

is responsible for the implementation of the

Novice teacher –
graduate of teacher training, who works as a first-year full-time

Mentor –
supervisor of a novice teacher

Figure 3. Parties of the induction year

Training for socio-cultural diversity

Training for socio-cultural diversity as a prerequisite for certification of newly qualified teachers is based on the Estonian Teacher's Professional Standard (2005). This is a document which contains the requirements for the knowledge, skills, experience, values and personal characteristics arising from professional qualifications. The teacher Professional Standard states that the "teacher knows the specific features of a multicultural learning environment". Through the formation of the learning

environment, the teacher "takes into account the special features of diverse learning environment and prevents corresponding problems that may arise and …adjusts the learning process and environment to learners with different language knowledge and cultural background" (2005, § 5.2).

The results of the analyses of teacher training curricula show that almost all initial teacher training curricula involve a basic course in multicultural education as a elective subject. As an optional subject, different courses in the field of socio-cultural diversity are offered in the universities. The in-service training courses list includes: multicultural education for teachers of Estonian language, class teachers and subject teachers; the principles of integrated language and subject learning; compiling individual curriculum, bilingual education and supporting bilingual children (see example of practice, *Do we need changes in our teacher education*, this publication).

In order to support novice teachers to handle socio-cultural diversity issues during induction period the following activities can be highlighted:

1. New teachers are tutored by mentors who are at the same time partners of university. Mentors who are following the MA programme in school management area are specially trained in this field. Expertise of university teachers is available also through contact seminars, in-service courses and e-learning.
2. Regular face to face and e-learning sessions in order to support new teachers.
3. Flexible and open learning environment ePortfolio (http://eportfoolio.opetaja.ee). This is joint learning and communication platform for Estonian teacher training universities to support all levels of teacher education (initial training, induction, in-service training). Participants can present their knowledge, skills and personal characteristics to analyse intercultural learning process, to give and get feedback, to plan their professional development.

However, this has not ensured provision of socio-cultural dimension in teacher education according to sufficiently uniform principles. Initial analysis of the regulations, teacher education curricula and of the formal qualification of university

teachers supervising professional placement has identified the following problems in management, curricula and university teachers:

- The socio-cultural diversity issues in teacher education are not managed in a unified and systematic way. Fixed uniform principles in this field are either missing or their application is hindered by scattered responsibility between various academic structural units.

- Lack of a broad institutional commitment to diversity in the university environments that offer teacher education programs (for example, student recruitment and admission policies, standards for accreditation of university curricula do not address diversity).
- Socio-cultural diversity component in curricula is weakly integrated. Students have a possibility to get fragmentary knowledge on the main conceptions of intercultural education which do not ensure the acquisition of intercultural competence during initial training.
-

Taking into consideration the above problems in teacher education in general, we focus on possible changes and future actions in this field. For ensuring quality in teacher education in general and valuing diversity in particular, the following activities can be recommended:

- The academic structure of teacher education should be clear. The structural unit in charge of teacher education should follow the general policy documents in the field of initial training.
- The institutional commitment to diversity should be evidenced in such things as an institution's hiring practices, student recruitment and admission policies, and curriculum development. Making issues of diversity central to the intellectual life of the broader institution legitimizes efforts within programs to educate teachers for diversity.
- The standards for the accreditation of teacher education must include the aspects of teaching, managing and enhancing diversity in teacher's preparation.
- There is a need for systematic staff development for teacher education faculty to help them examine their own attitudes towards diversity and to learn about various aspects of teacher education for diversity and ways to infuse it into their institutions and programs. Faculty should be challenged to examine their own beliefs about issues of class, race, gender, language and sexual orientation as they relate to institutional policies and practices and to their own teaching.

- The creation of a consortium or a competence body, where a group of institutions combine their resources to hire staff with expertise in teacher education for diversity to provide part of the teacher education program, usually field experiences and a few courses and seminars related to teaching diverse students (for example NAFO in Norway, Multicultural Education Clinic in Finland etc.).

Teacher education for diversity should be the responsibility of the total institution-in general education, in disciplinary majors and minors, in experiential education, as well as in each aspect of the formal teacher preparation program. Hopefully, a more comprehensive self image will help to concentrate the future efforts on the weak spots.

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Modernisation and further development of intercultural theory and practice in Bulgaria, Albena Todorova, Bulgaria

Introduction

The growing cultural variety in modern societies necessitates building and maintaining a dialogue between representatives of different cultures within these societies. Refugee and migrant communities belong to such societies. Over the past ten years, Bulgaria has given asylum to refugees from more than seventy states. The National Programme for the Integration of Refugees in the Republic of Bulgaria has determined the social integration of refugees into the Bulgarian society as the main direction of its work. A large part of the refugees residing in this country are children. The accomplishment of the tasks set by the Programme focuses on the inclusion of these children in the Bulgarian system of education. Acceleration of the process of adaptation and integration of refugees' children is largely achieved through their participation in extracurricular educational activities. Some institutions such as the State Agency for Refugees and the Bulgarian Red Cross are engaged in such extra-curricular educational activities.

So far a number of studies have been conducted in Bulgaria, relating to the education and training of children from the traditional minorities. There are only few studies concerning the social and pedagogical work with children from immigrant communities, including refugees. My doctoral thesis is related to my interest in the extracurricular educational activities with regard to children of refugees residing in Bulgaria. As a post-graduate student, I am writing a dissertation on the theme "Extracurricular Educational Activities with Refugee Children in Bulgaria". This doctoral thesis gives me the possibility of contributing to intercultural theory and practice in Bulgaria, as well as an opportunity to find out about new aspects of work in the context of intercultural education.

The main aim of my research is to study the possibilities for education and training of refugee children through social and pedagogical activities, carried out with the assistance of non-government organisations. The pedagogical work done in extra-curricular conditions provides a possibility for an appropriate combination of traditional and non-traditional pedagogical approaches.

The work with refugee children provides a wide range of opportunities for intercultural education. Different research tasks within the context of the dissertation facilitate this kind of education. The tasks mentioned above are accomplished through various educational and training activities in the field of Bulgarian language training; classes thematically related to folklore; recitals; fine arts and applied activities, organisation of excursions to different Bulgarian towns with a rich history, and through various sports activities.

One form of conducting the extracurricular educational activity, and which was the focus of the dissertation experimental work, is a refugee children's summer camp organised by the Bulgarian Red Cross Refugee and Migrant Service. The main pedagogical objectives of the above camp are to improve the language and socio-cultural competence of children. The children taking part in summer camps are five to 18 years old. During the summer camps the children are divided in three groups, according to their age and their knowledge of Bulgarian language. Educational and training activities organised in thematic lessons are carried out with each group.

One of the research tasks focuses on the mastering of Bulgarian language by refugee children. The research activity is oriented to establishing the efficiency of certain methods applied in Bulgarian language training. The Bulgarian language training in summer-camp conditions complies with the requirements of the Ministry of Education and Science syllabi of this particular subject. The main objectives of Bulgarian language training are to raise the communicative knowledge and skills, develop orthoepic and spelling skills and enrich speech skills. Classes aim at developing communicative skills since they are important for the social development of children. Mastering Bulgarian language is an important condition for the refugee children's successful integration into the Bulgarian society. The refugee children are highly motivated to study Bulgarian language, which relates to their desire to improve their communicative skills as a whole. This will help them expand their social contacts with the Bulgarian children of their age and make up for the gaps in their knowledge of the subject matter taught at school. Of particular importance is the possibility for children with good command of Bulgarian language to help their families with their communication with different institutions.

Different didactic materials are used for the purposes of Bulgarian language training, such as collections of folk tales, collections of proverbs and sayings, illustrated encyclopaedias, collections of short stories and poetry for children, as well as essay collections, posters etc., all meant to facilitate the development of speech and language. Some essential didactic principles are applied in the language education, such as visualisation, intelligibility, activity, individual approach, as well as methods for beginner level of literacy for newly arrived refugee children.

The language training results are established through a written examination test consisting of different grammar tasks and writing a text on an assigned theme. The tasks are developed to suit the children's age and language abilities. The results reported when comparing the beginner and final level tests are positive. Another research task related to Bulgarian language training aims to establish the efficiency of methods of playing games and role-playing, applied in language education.

Theatrical activity is related to Bulgarian language training, too. Each of the summer camp groups prepares and performs a dramatised folk tale or literary work. This activity promotes improvement in the children's language skills through a play combining elements of entertainment, obtaining of new knowledge and updating of already mastered knowledge. At the same time, the creative thinking of children, which

determines the interpretation of the work concerned, is encouraged. The children's theatre provides an opportunity for development of children's artistic talents and creates an aesthetic attitude to the Bulgarian language.The research results show that the application of the method of dramatisation in language training is especially appropriate for work with refugee children. The choice and learning of a theatrical role provides a high motivation for the children to communicate through their complete involvement in the integral process of preparing their theatrical performance.

Different forms of extracurricular educational activities, carried out in the context of intercultural education, facilitate the creation of a positive attitude with the children, which finds expression in their respect for the different cultural identity within the frames of a multicultural society. This is an important precondition for development of an intercultural dialogue. Here the research task is to establish to what extent the cultural identity of each of the children has been preserved, as well as to study the appropriate forms, methods and means of building tolerant relationships between the children.

In the context of intercultural education, activities are performed in the fields of folklore, literature, fine arts and applied activities. As a form of intercultural education, the refugee children are given the opportunity of performing a song or a poem in their native language, or present a traditional dance from their home country. Thematic evenings provide an opportunity for the children to present themselves as bearers of their culture and at the same time acquire knowledge of the culture of other peoples through the performance of the rest of the children.

At every children's summer camp a series of lessons are given, which are dedicated to the traditional holidays celebrated by the different peoples. The main objectives of these lessons are to achieve awareness of their cultural identity, to get familiar with elements of other peoples' folklore heritage. Children are given the chance to present in a definite form a given aspect of the folklore tradition of their country. Every child tells the others about the holidays and the ways of celebrating them in his or her home country. Through discussions, refugee children will discover the similarities of rituals and the figurative symbolic meaning of different elements connected with the celebration. Younger children tell and discuss folk tales from their countries of origin, which reveal the different peoples' way of life and customs, their specific national features.

The lessons on different nations' proverbs and sayings supplement the children's notions of folklore culture. The children comment on the content and figure out similarities and differences. A part of the same series of lessons is the one dedicated to traditional costumes from the refugee children's home countries. With the help of didactic materials prepared in advance, such as photos, cards and costumes, the children make themselves familiar with the characteristic features of national dress. Children tell what they know about a given national costume from their home country. The refugee children draw pictures of traditional clothes typical of their countries and these pictures are arranged in an exhibition. During some of the lessons, girls from different groups make elements of a national costume of Arab women.

During the refugee children's summer camps, there are classes dedicated to Bulgarian folklore and its separate components. This activity includes reading of texts that describe Bulgarian traditional holidays. Children are given albums showing different objects of everyday life. Children's drawings depicting Bulgarian women's and men's national dress are arranged in camp exhibitions. Such an exhibition has already shown pottery with a typical Bulgarian decoration of drawings and patterns made by the children. The result of folklore-oriented activities is established by conducting an inquiry. The children respond in a way showing that they have enriched their notions of folklore tradition, become conscious that they are bearers of their cultural identity and that they have acquired a notion of some specific features of other peoples' folklore. With regard to fine arts, my research is oriented to establishing the level of skills for carrying out an intercultural dialogue by using the means of art. Summer camp exhibitions are organised on the themes My Home Country, My Parents' Country and Bulgaria – My Second Home. The children's drawings depict cultural and historical sights from their countries of origin and from Bulgaria. Many of the drawings represent landscapes from different countries. The analysis of children's drawings shows that refugee children accept themselves as bearers of their culture, which is evidenced by the symbols, urban landscapes and folklore elements portrayed. The children also see themselves as a part of the Bulgarian society and know some of the Bulgarian national symbols well.

With regard to knowing Bulgaria as a foster country for refugee children, an activity focused on acquiring knowledge in the fields of culture and history is carried out. Visits are organised to different towns and historical sites such as Veliko Tarnovo, Koprivshtitsa, Tryavna, Plovdiv, Hisar, the Thracian sanctuary in Starosel and the architectural and ethnographic complex of Etar, Zlatograd, which are related to the rich history, culture and traditions of the Bulgarian people. The result of this activity is established by conducting an inquiry, where the children tell about their impressions of what they have seen. The results reported are positive.

Sports activities are carried out in a context of intercultural education and include different kinds of sport, sports games and classes. These sports activities facilitate the development of children's physical culture and educate them in the spirit of tolerance in the intercultural communication between representatives of different nationalities. The research activity aims to establish the level of building tolerant communication and co-operation skills. The results of this activity are also positive.

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Twitch, wink, twitch mistaken for wink, or …? Engaging students in the thick interpretation of ethnic borders

Katerina Demetriou, Cyprus

Introduction

This example refers to an action research project which focused on the need for a theoretical shift from culture to ethnicity and from entities to borders. Re-contextualization of educational episodes of intercultural conflict or symptoms of cultural incommensurability in classroom, their re-staging as pedagogical events, and their re-codification and analysis as "cultural winks" was the main idea of the project and revealed the need of moving beyond the neo-liberal management of diversity to addressing both the multi-perspective understanding of cultural codes and the power asymmetries that frame any intercultural encounter. The complexity of pedagogical action makes a favourable terrain for critical activity, where research and action not only co-exist but where they also provide mutual stimulation for each other. The presentation recorded the tension between theory and research in an attempt to study how national schools with migrant students become sites of ethnic conflict when cultural differences are re-signified by teachers and students as "ethnic borders" between "us" and "them".

The main theoretical assumption was that dominant multicultural discourse does not express the needs and experiences of the communities of migrant but the needs of the dominant group, especially its need to legitimize relations of power. Cultures are perceived as demarcated, distinct, internally homogeneous, separate from external factors, confined into narrow ethnic and geographic borders (Modood, 1998) and cultural essentialism, in conditions of social inequality, can actually replicate racism.

Through the use of action research (Stoer and Cortesão, 2001), the teacher - researcher tried to displace Greek Cypriot national students from the position of the cultural host and engage them, instead, in an interpretation of events of "cultural misunderstanding" and "cultural mis-recognition" that took place in their schools. Thus she and the students tried to face one of the problems of multicultural education of often treating "others" (migrants, minorities, women, etc) as "carriers of culture" while preserving for the national subject (student and teacher) a positionality of cultural neutrality from which "others" and their "cultures and customs" are analyzed, evaluated, tolerated, learned to be respected or live with.

The students were presented with four stories selected from the school's anecdotal culture, funny stories about others, stories of anxiety about the others, stories of anguish about the other) which they were asked to analyse and interpret through a series of questions. An example of a storyfollows together with the questions used in the discussion.

The story of the paper

The teacher of 1st grade writes on the board the next-day-things-to-do list. Besides reminders on homework, the teacher includes the following reminder, for parents: "Please fill in the Health Paper and send it to school with your child". (Teacher's Wink: we say "Health Paper" but we mean "Vaccinations report".) The next day, while everyone was handing to the teacher their "Health Paper" (Vaccinations and Health Report), (Greek Cypriot students got the wink, continued the wink). Loutmilla handed her own "Paper". (Only that her "Paper" was not quite "The Paper" (Vaccinations and Health Report). (Lutmilla mistook the wink for a twitch). It was a roll of toilet paper, wrapped up delicately in a plastic floral bag. [Lutmilla's mother did not get the teacher's wink, but she also made a wink: I comply with your-teacher's request, perhaps I find very funny the request for a toilet paper roll, still, it is a wink, so, I wink back: I comply, I care about my daughter's school success)] The students would not know of her tragic "misfire" since they were all busy writing their "Greek Letters" in their calligraphy exercise books. During the break the teacher commented on this event in the staff room (wink: Pontians do not get it …Many of the teachers laughed. Winked back: Yes, they do not get it) "You see, she is an absolute Pontian!"

The questions that were posed to the children were:

- What exactly is the problem in this episode?
- Why did Loutmilla bring the toilet paper roll?
- Explain to me what happened.
- Why did the teacher laugh when Loutmilla handed to her the toilet paper roll?
- Why did teacher commented on this event in the teachers' office?
- What do you think the teachers thought when they explained the story saying "Because she is an absolute Pontian?"

Based on students' answers the teacher and the children investigated whether that incident was a story about the culture of Pontians, about the culture of Greek Cypriots, about the culture of Greek Cypriot primary school teachers, about multi-ethnic schools in Paphos, or a story about winks, jokes and the theatricality involved in any joke, racist or not.

The focus was on the fact that the dominant multicultural discourse does not express the needs and experiences of the communities of migrants but the needs of the dominant group, especially its need to legitimize relations of power. It emphasized that multiculturalism constitutes today the ideology of global capitalism, that multiculturalism adopts the same patronizing stance of Eurocentrist distance and/or

respect for local cultures as colonial cultural imperialism. Whereas the latter treated (and regulated) the colonized as 'natives' whose mores had to be carefully studied, multiculturalism preaches respect for the other's identity while conceiving the other as a self-enclosed 'authentic' community. Cultures are perceived as demarcated, distinct, internally homogeneous, separate from external factors, confined into narrow ethnic and geographic borders (Modood, 1998). The issue of racism was investigated as the ideological process through which social contradictions are reified and normalized as natural (she did not understand what the teacher meant by "Health Paper" because she is Pontian, that's how Pontians are, they do not understand). Recognizing the difference as ethnic difference (supposedly) makes neo-racism to confirm the border between «us» and «others» (Coulby, 2006; Zizek, 1997; Γκόβαρης, 2000). In other words, cultural essentialism, always asks the question "*why* she did it", "*why* she didn't get it", to answer, presumptuously, "that's how they are!" The intention was to come to the conclusion that multiculturalism must address political and economic, not just cultural, differences, must develop an idiom different from that of global capitalism, must be able to talk about "flows" in other ways, must recognize how the "meeting of cultures" replicates/naturalizes global injustice and must realise that the object of intercultural inquiry is not the cultures of others or the understanding of the different cultures of others, but instead the cultures of conflict and the ethnic borders which emerge in multicultural contexts (multicultural societies, multicultural schools). The cultural interpretations which are both based on and further replicate the distinction "us" and "other". Intercultural education should not be based on a programme which focuses on the ethnicity of marginalized ethnic groups, recognizes and preserves the culture and language of the "other", studies the "other", gives emphasis on the "other" and "respect for otherness" (Kamberelis and Dimitriadis, 2005). Multicultural education does not mean to learn something about the culture of the "other" and by preserving, exhibiting it to come to respect the "other". In that way culture is something that has to do with the other and the ethnonational subject (owner of "Civilization") studies/produces the cultural object (uncivilized and yet Cultural), protects and preserves their own culture from the "other" (multicultural co-existence of cultures). The teacher and students involved in the project concluded that the problematic of multicultural education in Cyprus is wrongly regarded as the "problem" of migrant students and thus led to regard multicultural schools as "ethnic schools", implement a policy of dispersement as a "just" allocation of foreign-language students across Greek Cypriot schools and change of geographical limits of educational districts to regulate percentage of migrant students, supplement the Curriculum with "multicultural material" (i.e., boutique multiculturalism) (Gregoriou, 2004). The conclusion is that the process of facing ethnic borders in multicultural schools should move from "why" to "how", from "them" to "all of us", from the "culture of others" to the winks that misfire, to the winks mistaken for twitches.

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