ESRC Seminar Series

Teacher Education for the Changing Demographics of Schooling

Lani Florian
&
Nataša Pantić

Aims

- To explore a set of integrated themes that allow for the development of evidence-informed ideas about how to prepare teachers for the changing demographic of schooling

- To consider what we mean by 'teacher education for diversity'

- To articulate a framework for further research in the field

Seminars 2014-15

- Teacher education for inclusive education
- Teacher practices for educating all students
- Teacher knowledge, skills and values
- Teachers' development in context
- Teacher education curricula for diversity
- Teacher education cultures and environments

Concluding Conference – A research agenda for the future, 2016

Teacher Education for Inclusive Education

Lani Florian

March 2014

Data for Scotland

- 673,530 students – 92.4 % White
    - 1.8% Asian – Pakistani
    - 1.1% mixed
    - 4% EAL
    - 19.5% ASN (2% declared disabled)
- 51,078 teachers – 95% White
    - 59% White Scottish
    - 33% White British
    - 3% White Other
    - 77% female

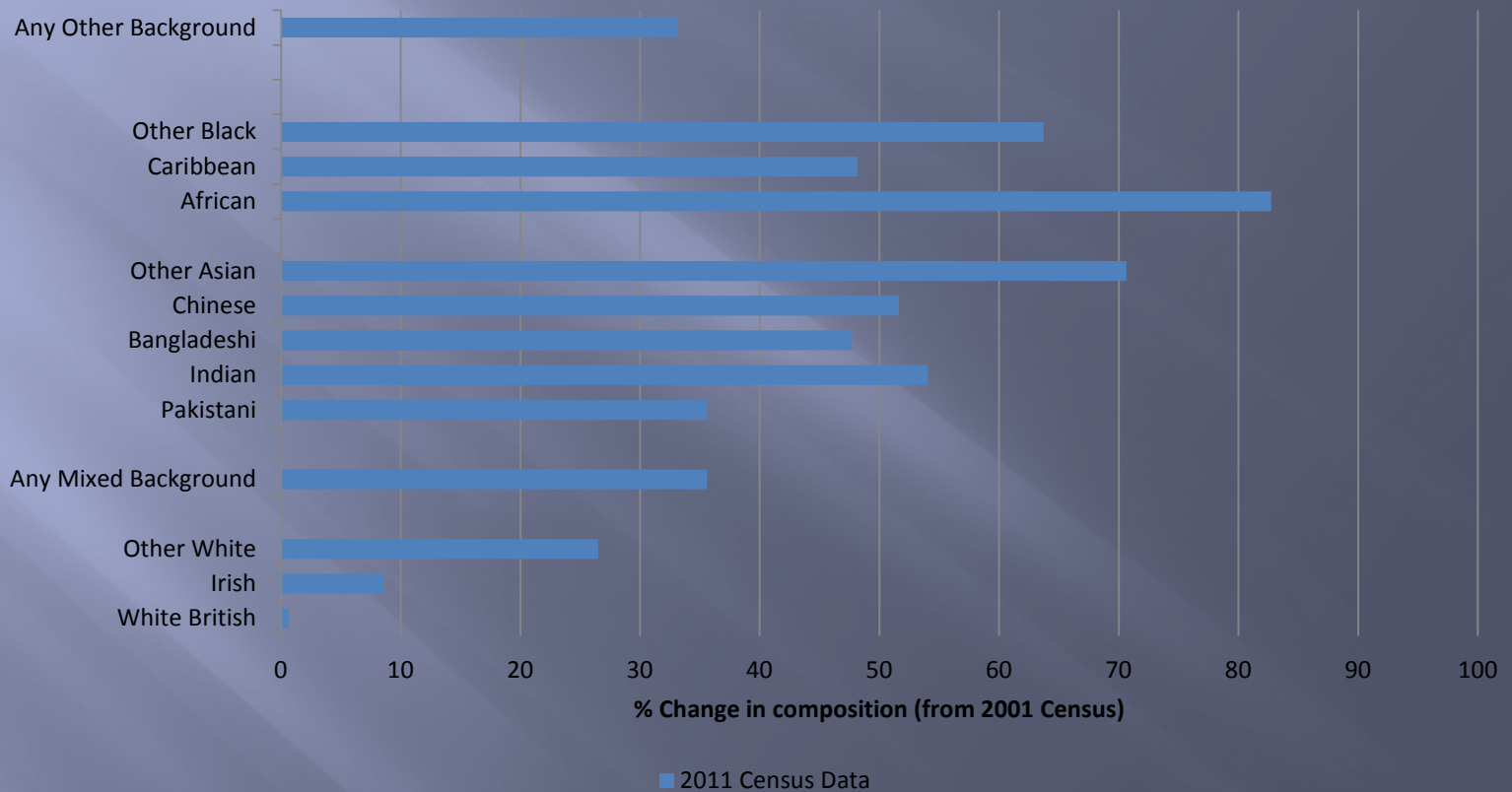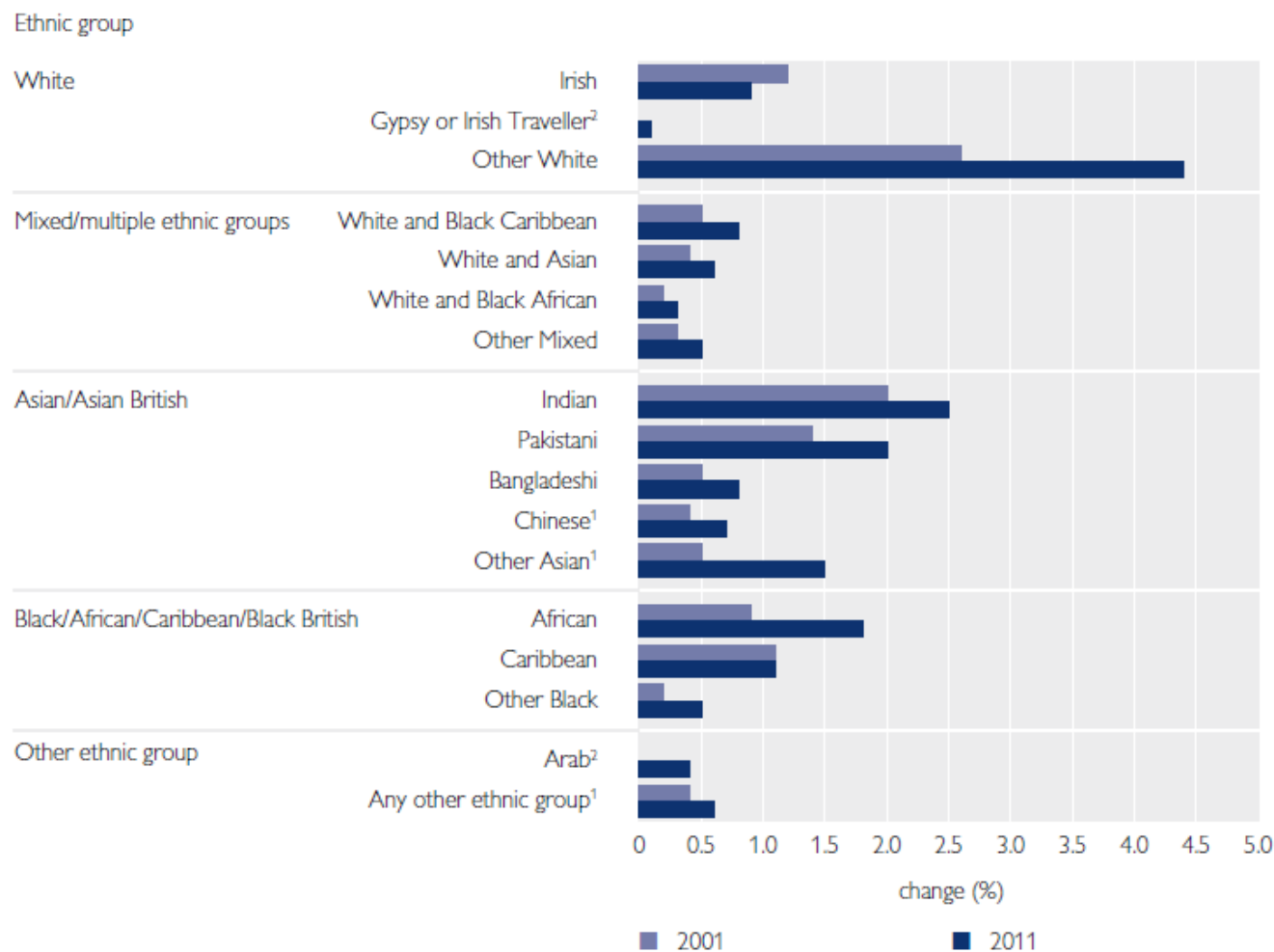Change in ethnic composition of the population of Scotland

Figure 3.2: Change in ethnic composition of the population in England and Wales.
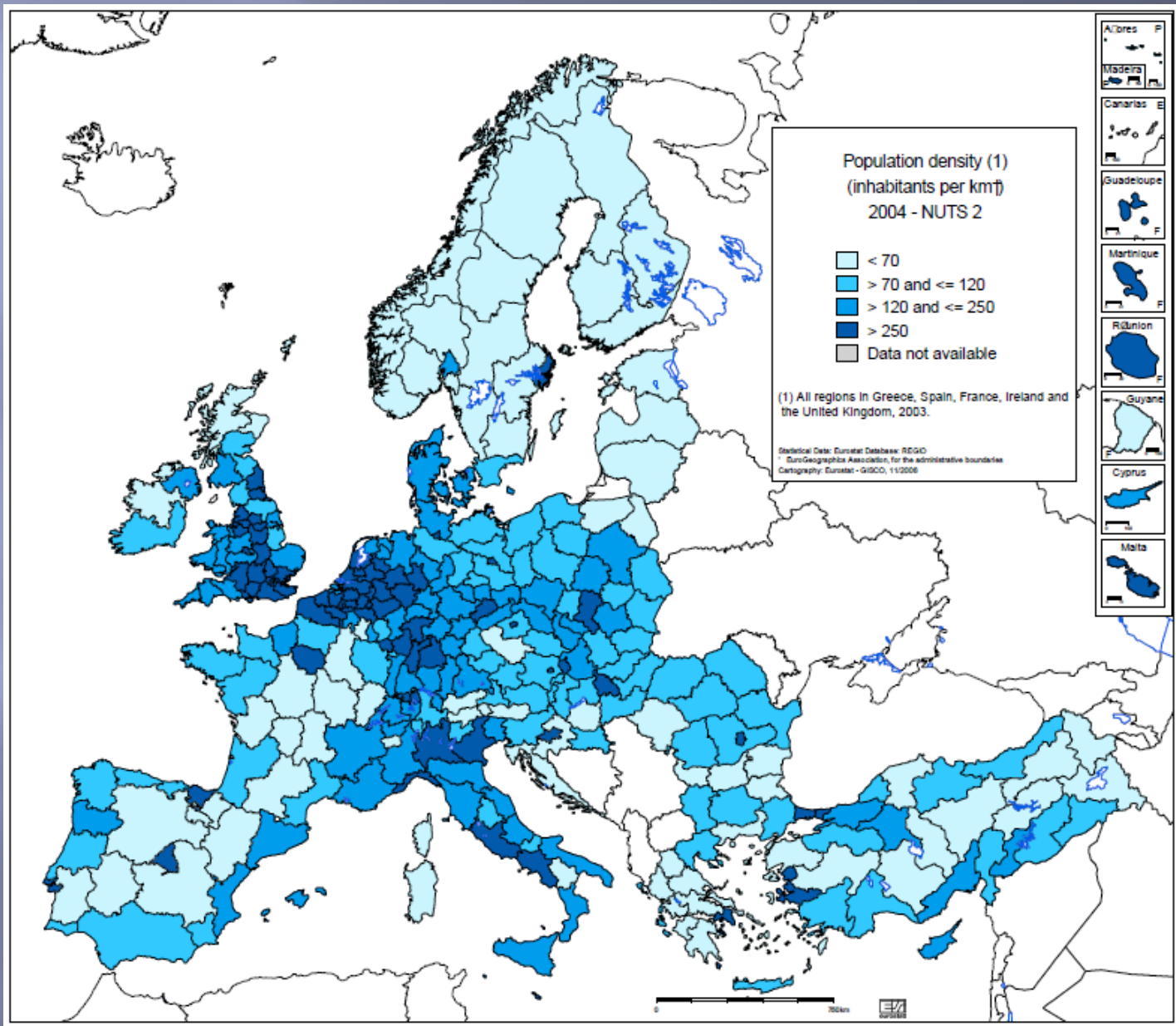
Notes: Comparing data from 2001 and 2011 Census, England and Wales. Baseline for comparison is 1991 data; 2001 data shows change from 1991 to 2001; 2011 data shows change from 1991 to 2011.

[1] Comparibility issues exist between these ethnic groups for the 2001 and 2011 Censuses

[2] No comparable data exists for these ethnic groups in 2001 Census

Source: Census data, Office for National Statistics[76].

Map of languages in Europe by linguistic groups

Population density (1)
(inhabitants per km²)
2004 - NUTS 2

< 70
> 70 and <= 120
> 120 and <= 250
> 250
Data not available

(1) All regions in Greece, Spain, France, Ireland and
the United Kingdom, 2003.

Statistical Data: Eurostat Database: REGIO
EuroGeographics Association, for the administrative boundaries
Cartography: Eurostat - GISCO, 11/2006

Açores   P
Madeira
Canarias   E
Guadeloupe
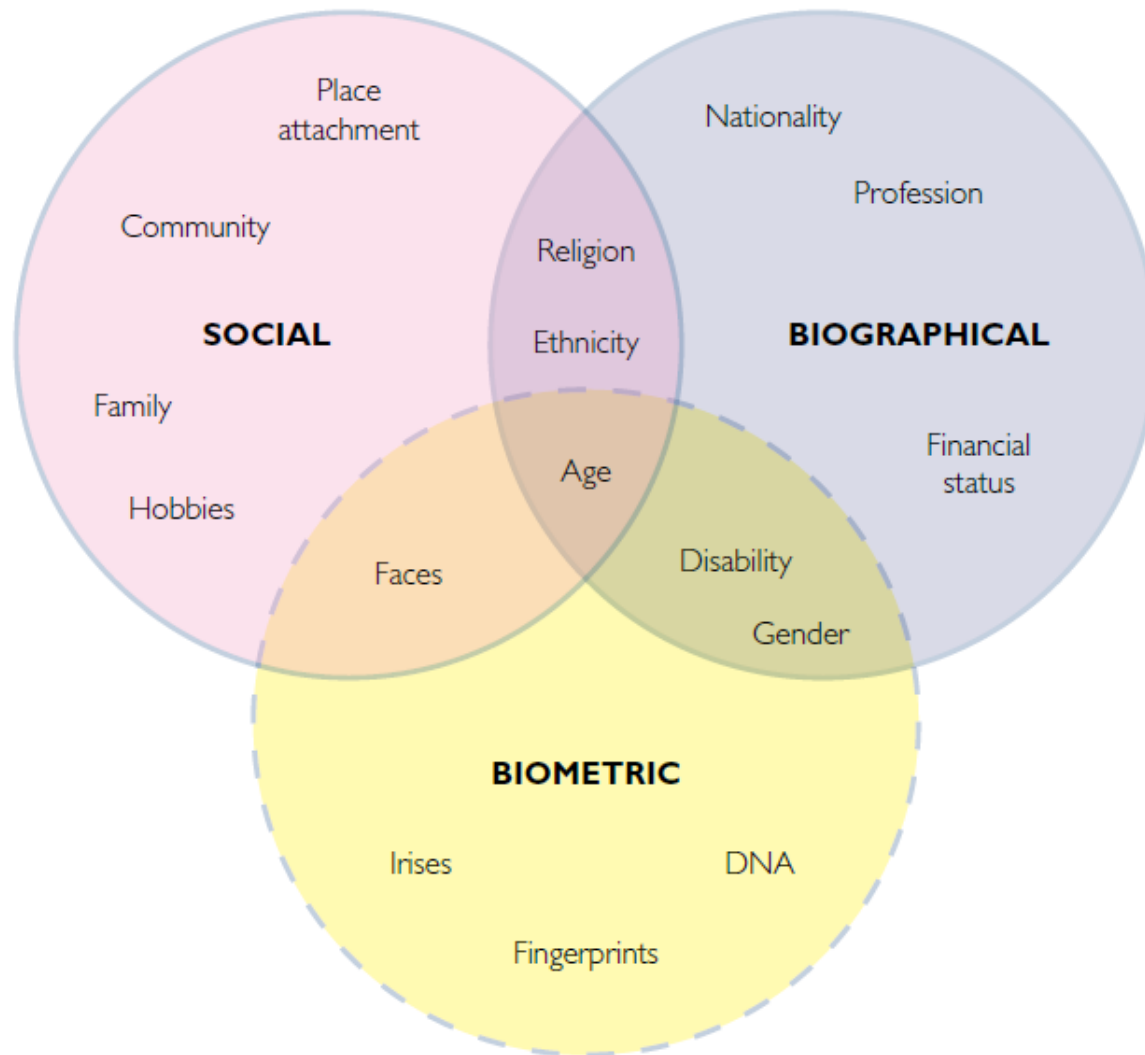Martinique
Réunion
Guyane
Cyprus
Malta

Amsterdam, The Netherlands

Rural Albania

Figure 2.1: Types of identities: social, biographical and biometric identities and some examples of each type.

Place attachment

Nationality

Community

Profession

Religion

SOCIAL

Ethnicity

BIOGRAPHICAL

Family

Financial status

Age

Hobbies

Faces

Disability

Gender

BIOMETRIC

Irises

DNA

Fingerprints

Source: Foresight

Inclusive Education

The idea of *all* children being educated together in an inclusive educational system.

Originally concerned with students with disabilities

Now a broad concept that encompasses anyone who might be excluded from or have limited access to the educational system within a country.

Mapping the territory

Issue

- *teachers are dealing with more diverse groups than ever before, but they often do not feel adequately prepared for the job*

UNESCO recommendations…

- Reinforce the role of teachers by working to improve their status and their working conditions, and develop mechanisms for recruiting suitable candidates, and retaining qualified teachers who are sensitive to different learning requirements

- Train teachers by equipping them with the appropriate skills and materials to teach diverse student populations and meet the diverse learning needs of different categories of learners through methods such as professional development at the school level, pre-service training about inclusion, and instruction attentive to the development and strengths of the individual learner

UNESCO recommendations…

- Support the strategic role of tertiary education in the pre-service and professional training of teachers on inclusive education practices

- Encourage innovative research in teaching and learning processes related to inclusive education

- Equip school administrators with the skills to respond effectively to the diverse needs of all learners and promote inclusive education in their schools

- Take into consideration the protection of learners, teachers, and schools in times of conflict

Mapping the territory

Problem

teacher education itself is to blame for inadequately prepared teachers and must be reformed in response to widespread dissatisfaction with student performance, underachievement and poor outcomes

Mapping the territory

Response

A new sociocultural consciousness based on the idea of overlapping identities as fundamental to individuality

A shift in thinking from 'most and some' to everybody

- *Secondly, identification of NAMS as a specific target group in education is not a prerequisite for having a good and comprehensive integration policy. Often NAMS fall into a broader category of students with immigrant background or students with a different mother tongue.* **The analysis shows that universal and loosely targeted education mechanisms aimed at supporting all underachieving students or immigrant students are often more inclusive and beneficial** *for NAMS in particular. Countries focusing on the development of comprehensive educational support systems addressing all kinds of individual needs contribute to the development of more inclusive education systems for NAMS in the long-run than those focusing on the targeted measures for NAMS.* (PPMI, 2013, p. 5)

Organising constructs for teacher education

- gaining sociocultural consciousness;
- developing an affirming attitude towards students from culturally diverse backgrounds;
- developing the commitment and skills to act as agents of change;
- understanding the constructivist foundations of culturally response teaching;
- learning about students and their communities; and
- cultivating culturally responsive teaching practices (Villegas & Lucas, 2002 p. 26)

Reforming teacher education for inclusive education

- A new way of thinking about human diversity

- A focus on how people learn and how they learn together

- New ways of working with 'specialists'

- Scotland – Framework for Inclusion