

Foreword

Increasingly multinational – and hence multicultural – societies have an impact on education and student achievement. Data from PISA 2003 and 2006 indicate that the educational challenges posed by family background, socio-economic context, and migration status are not only strongly linked to student outcomes, they are the main determinants of student performance over and above the influence of the school.* School education must therefore seek to overcome socio-economic inequalities and, at the same time, utilise the benefits that diversity brings to schools and classrooms. A key recommendation from the PISA studies was that schools should do better in building on the emotive capital of immigrant students as a driving source for enhancing their learning. One way in which they can do this is to use the strength and flexibility of their teachers – but of course for this to be effective teachers must receive appropriate support and training.

The foundations for this work were laid when migration was identified as a special theme by the Secretary-General and social inclusion issues were identified as key medium term themes for the Directorate for Education. This volume emerges from the CERI project Teacher Education for Diversity (TED), the analytical phase of which ran between December 2007 and September 2009. This activity examined how teachers are prepared for the increasing diversity of their classrooms and aimed to:

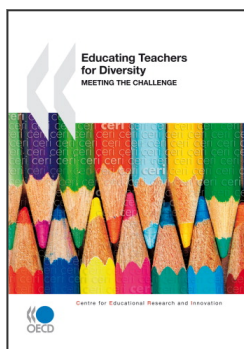
- Identify the common challenges and benefits which countries are currently experiencing in their teacher education as a response to increasing cultural diversity and the effectiveness of the solutions that have been proposed.
- Share experiences and examples of good teacher education and classroom practice and develop an analytic framework to further explore these issues.

* OECD Programme for International Student Assessment (PISA) 2003 and 2006: www.oecd.org/edu/pisa.

In recognition of the priority given to the themes of diversity, migration, and teaching, the TED project ran in parallel with the Directorate for Education’s Review of Migrant Education and the CERI project Globalisation and Linguistic Competencies, and overlapped with the end of the first round of the Teaching and Learning International Survey (TALIS).

Educating Teachers for Diversity: Meeting the Challenge brings together key research findings and emerging themes that can be used to help strengthen initial and continuing teacher education to give teachers the tools required to effectively respond to their diverse students. It also explores moving into practice and approaches and principles used by school leaders and classrooms in their particular contexts.

Within the CERI Secretariat this report was edited by Tracey Burns and Vanessa Shadoian-Gersing, with the assistance of James Bouch, Therese Walsh and Cassandra Davis.



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