



Preparing Teachers for Diversity: the Role of Initial Teacher Education

Annexes 3-6

Written by:



EUROPEAN COMMISSION

Directorate-General for Education, Youth, Sport and Culture
Directorate B – Youth, Education and Erasmus+

Unit B.2 – Schools and multilingualism

*European Commission
B-1049 Brussels*

Preparing Teachers for Diversity: the Role of Initial Teacher Education

***Annexes 3-6 to the Final Report to DG
Education, Youth, Sport and Culture of the
European Commission***

This document has been prepared for the European Commission; however, it reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

***Europe Direct is a service to help you find answers
to your questions about the European Union.***

**Freephone number (*):
00 800 6 7 8 9 10 11**

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

More information on the European Union is available on the Internet (<http://europa.eu>).

Luxembourg: Publications Office of the European Union, 2017

ISBN: 978-92-79-66539-4

doi: 10.2766/260756

© European Union, 2017

Reproduction is authorised provided the source is acknowledged.

The core research team:

Mr Rimantas Dumcius, Project Director (PPMI, Lithuania)
Dr Barry van Driel, Team Leader (Anne Frank House, the Netherlands)
Dr Barbara Herzog-Punzenberger, Key Expert (Johannes Kepler Universität Linz, Austria)
Dr Jennifer Kerzil, Key Expert (Université Catholique de l'Ouest, France)
Dr Elizabeth Wood, Key Expert (University of Sheffield, the UK)
Ms Hanna Siarova, Project Manager and Senior Researcher (PPMI, Lithuania)
Mr Dalibor Sternadel, Researcher (PPMI, Lithuania)
Mr Levan Tsutskiridze, Researcher (PPMI, Lithuania)
Mr Darius Buinauskas, Junior Researcher (PPMI, Lithuania)

Contributors of Case Studies:

Dr Teresa Aguado Odina (Spain)
Dr Anne-Lise Arnesen (Norway)
Prof. Paul Bartolo (Malta)
Dr Karen Bjerg Petersen (Denmark)
Dr Panayiota Charamboulous (Cyprus)
Dr Maddalena Colombo (Italy)
Dr Merike Darmody (Ireland)
Ms Elena Gallová-Kriglerová (Slovakia)
Dr Claudia Koehler (Germany)
Dr Liesma Ose (Latvia)
Dr Ognjen Spasovski (Former Yugoslav Republic of Macedonia)
Ms Eveline Steinger, Ms Mireille Eva Gugolz and Reto Rüttimann (Switzerland)
Dr Pavel Zgaga, and Ms Ziva Kos (Slovenia)

Other Contributors:

Dr Orhan Agirdag (Belgium/Fl.)
Dr Aigul Alieva (Luxembourg)
Dr Dennis Beach (Sweden)
Dr Krystyna Bleszyńska (Poland)
Ms Irma Budginaitė, and Mr Simonas Algirdas Spurga (Lithuania)
Dr Servet Çelik (Turkey)
Ms Pascale Charhon (Belgium/Fr.)
Ms Hana Čiháková (Czech Republic)
Dr Hugh Escott (United Kingdom)
Ms Agnes Kende (Hungary)
Dr Sofia Marques Da Silva (Portugal)
Dr Saša Milić (Montenegro)
Dr Bardhyl Musai (Albania)
Dr Nektaria Palaologou (Greece)
Dr Iliana Petkova (Bulgaria)
Dr Danijela Petrović (Serbia)
Ms Eli Pijaca Plavšić (Croatia)
Ms Monica Puscas (Romania)
Ms Sigrún Sif Jóelsdóttir, Dr Hanna Ragnarsdóttir, and Ms Kristín E. Harðardóttir (Iceland)
Dr Karmen Trasberg (Estonia)
Ms Raisa Venäläinen (Finland)

Acknowledgements:

The team responsible for this report would like to thank all the interviewees, experts and officials from the European Commission, Member States and international organisations who contributed their time and expertise and provided assistance during the research process. We are especially grateful to the participants of the validation workshop, whose feedback and comments helped to improve this report. We also gratefully acknowledge the advice and useful comments from Dr Hasan Aydin on earlier versions of this report, and the work of Ms Siobhan Denham on editing and proofreading the final version of this report.

Contractor:



PUBLIC POLICY AND MANAGEMENT INSTITUTE

Public Policy and Management Institute
Gedimino pr. 50, LT-01110 Vilnius, Lithuania
Tel. +370 5 262 0338; Fax. +370 5 262 5410
<http://www.ppmi.lt>
Director: Mr Haroldas Brožaitis

Table of Contents

Annex 3: Governance and organisation of initial teacher education in Europe: general context	7
Annex 4: Preparing teachers for diversity through ITE. Summary of literature review	15
Annex 5: Summary of methodological approach.....	29
Annex 6: Bibliography.....	37

Annex 3: Governance and organisation of initial teacher education in Europe: general context

Conceptualising Initial Teacher Education

Scope and emphasis of ITE

Research in initial teacher education (ITE) usually focuses on the policies and practices that shape the professional preparation of candidate teachers. There is a wide range of such policies and practices in Europe. One of the main reasons for such heterogeneity is that there is no agreement on what ITE curricula should particularly emphasise (McKenzie et al., 2005). Another important reason is that ITE operates in varied institutional and organisational settings. In their mapping of ITE in Europe, Buchberger et al. (2000) distinguish between traditional and new ITE models based on common patterns in the emphasis and content of the curriculum (Buchberger et al., 2000). They argue that the new models are strongly influenced by more traditional models. They distinguish the two most influential traditional models: the national school tradition and the academic tradition.

The **national school tradition** is mostly associated with the preparation of teachers for teaching at the primary school level. The main focus of this model is on practical preparation and methodological courses linked to the school curriculum. It provides “a number of routines to teachers, which allows them to master specific aspects of the teaching practice, providing them with solutions to certain well-defined problems they may face in the classroom” (Musset, 2010: 17). On the other hand, the main disadvantage of the model is that it devaluates “the importance of educational theory, academic and scientific knowledge and research-based knowledge on teaching, studying and learning” (Buchberger et al., 2000: 14). In contrast, the academic tradition acknowledges these aspects by placing a stronger emphasis on academic knowledge.

The academic tradition is usually associated with the preparation of teachers for lower and upper-secondary schools. It is based on the assumption that the “knowledge of the scientific structures, contents and methodologies of particular academic disciplines, the competencies (e.g. general problem-solving capacity) and attitudes learned during the processes of knowledge acquisition (...) are sufficient to enable teachers to perform the tasks of teaching and education competently” (Buchberger et al., 2000: 15). This model places greater emphasis on the acquisition of academic knowledge in a particular discipline rather than in learning pedagogical skills and teaching practices. As a result, programmes organised according to this model prepare candidate teachers as subject specialists in one or a few academic disciplines. Such programmes mainly focus on the scientific content in a number of academic disciplines. On the other hand, only limited time is allocated to professional studies.

With the aim of addressing the shortcomings of the traditional models and other factors calling for educational reform, new ITE models emerged in the late 1960s. Increasingly more scholars in the field of education have endorsed models aimed at the **professionalisation of teaching**. This type of ITE models aims to prepare

autonomous teachers, equipped with a “professional problem-solving capacity, a broad repertoire of validated practices to promote and support learning, and a professional code of ethics” (Buchberger, 2000: 19). Hence, it aims to develop teachers “with a strong critical sense (...) [who are] able to identify problems and a school’s specific needs, within a particular context (...) [and] propose potential solutions” (Musset, 2010: 17-18). Major components of programmes based on this model are the studies in the science of the teaching profession, which are closely linked to educational research (e.g. educational psychology, educational sociology, etc.). Hence, this model approaches the teaching profession as an academic discipline in its own right. The professionalisation of teaching model is most often employed at PhD. level, which usually prepares teacher educators rather than teachers. The emergence of this approach has not yet brought substantial structural changes in the organisation of ITE, which still mostly follows traditional models. Nevertheless, there is evidence that the model is slowly taking hold in ITE providers across Europe (e.g. FR, DE, FI, UK/EN, UK/WLS) (Ibid.).

The **minimum-competence model of teacher education** emerged within the structural parameters of the English speaking education world and is slowly developing in other countries. Approximately two-thirds of OECD countries have some type of such programmes (e.g. BE, DE, EE, LU, NL, NO, PL, UK) (European Commission/EACEA/Eurydice, 2013). The programmes that are based on this model usually emphasise the means to certify potential candidates, rather than educational theory or research, and the scientific knowledge of an academic discipline. The minimum-competence model of teacher education aims to equip teachers with the minimum competences needed for basic teaching via apprenticeship-type programmes. At the same time, in order to ensure candidates’ certification, the model draws on “skills that do not come from a teacher education programme, but from the personal experience of each aspirant” (Musset, 2010: 18-19).

Common organisational and institutional characteristics of ITE

As mentioned earlier, ITE operates within heterogeneous organisational and institutional setting across and within European countries (Buchberger et al., 2000). Research distinguishes two models describing how ITE is organised in Europe: the **concurrent** and **consecutive models**. These two models differ depending on the way the general and professional components of teacher education are combined. According to Eurydice, “the general component refers to general education courses and mastery of the subject(s) that candidates will teach when qualified (...) [while, the] professional part provides prospective teachers with both the theoretical and practical skills needed for teaching and includes in-class placements.” (European Commission/EACEA/Eurydice, 2013: 23).

In the **concurrent model**, both general and professional components are provided at the same time. As with any other higher educational institution, recruitment of candidate teachers is based on students’ secondary school results. This model is accompanied by curricular content, which is similar to the *national school tradition* of ITE (e.g. basic subject and educational studies supplemented by supervised teaching practices) (Buchberger, 2000). The fact that the two components are taught simultaneously is a main advantage of this model, since it allows a coherent learning experience. However, if the socialisation of the teacher into the teaching profession is

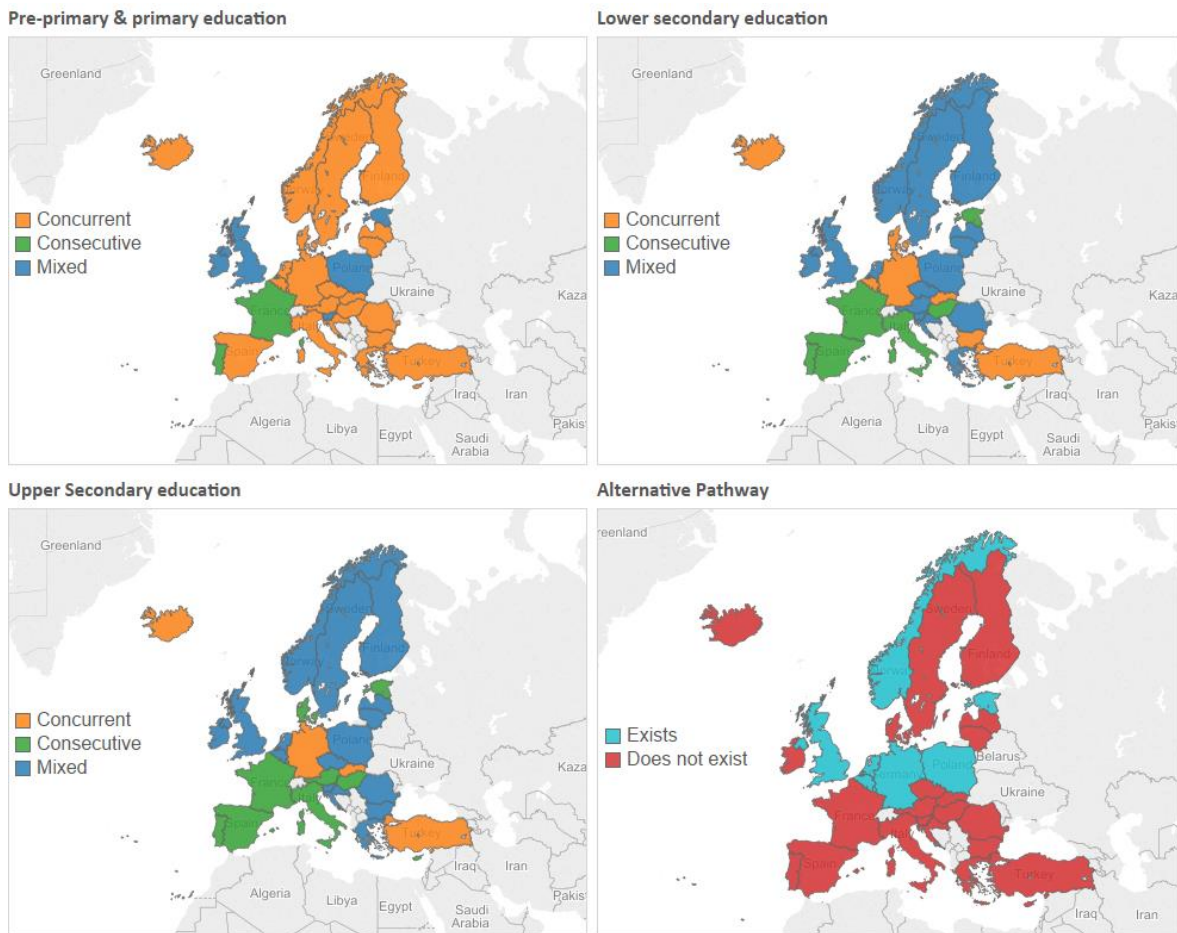
only allowed through this model, highly qualified candidates who have obtained a degree in other fields than education and are willing to become teachers will be discouraged to enter the profession (Musset, 2010). This shortcoming is particularly relevant for migrants, refugees and asylum seekers who have obtained their degree in other countries and arrive in the host country with prior knowledge and experience.

Within the **consecutive model**, the professional component is provided after the general component. Specialised teacher education is provided at the end, or soon after a tertiary education programme. Hence, the recruitment of prospective teachers in the framework of this model is based on individuals' results obtained during their higher education studies. According to Buchberger et al. (2000) the consecutive model is closely identified with the emphasis on the *academic tradition* of ITE. The main advantages of this model are that it permits flexible entry into the teacher profession, and that the teachers who have followed this track possess a comprehensive understanding of a particular subject matter. On the other hand, the learning process in such programmes is fragmented because these two components are taught in two different cycles (Musset, 2010). As a result, student teachers who have graduated from such programmes have a weaker knowledge of learning practice and pedagogy relating to a particular subject matter.

To a large extent, the concurrent model is associated with the preparation of teachers for the pre-primary and primary level, whereas, the consecutive model is often used to educate future teachers at the lower and upper secondary levels (European Commission/EACEA/Eurydice, 2013). However, it should be noted that in some countries either only the consecutive (e.g. PT, FR) or only the concurrent (e.g. DE, TR) model is used. Furthermore, in some countries (e.g. UK, PL) both models coexist. Even though having a mixed setting is rather costly, it enables countries to attract potential teachers with different profiles and address teacher shortages (Musset, 2010).

Another way that some countries use to attract prospective teachers with different profiles to the teaching profession are so-called **alternative pathways**. They can be defined as a "heterogeneous set of programs that differ in some way from traditional campus-based, pre-service teacher preparation" (Dai et al., 2007). This approach is closely associated with the emphasis associated with the *minimum competence model of teacher education* (i.e. it is concentrated on certification rather than acquisition of knowledge) (Buchberger, 2000). Such programmes are usually short, focused on practical preparation at schools, and attribute low priority to educational theory and research. These programmes are very flexible and particularly aim to socialise graduates with another background than education into the teaching profession. Countries have usually introduced them when there is a teacher shortage and a need to quickly increase their supply. Depending on domestic needs, there is a wide variety of programmes based on this model across countries, and they mostly differ based on the type of a candidate they aim to attract. Another important feature of alternative pathways is that some of these measures give a considerable autonomy to schools to decide what type of candidate teachers they need (Musset, 2010). In contrast, within the consecutive and concurrent models, such a decision is most often made at the higher levels of governance. Figure 2 below captures the varied models of ITE in most European countries.

Figure 1: ITE organisation across European countries (2011/12)



Source: European Commission/EACEA/Eurydice, 2013.

Alongside these general features, another important difference between education systems is that the provision of ITE can be public and/or market-based. For instance, in France, Germany and Spain, governments allow only public ITE providers. In contrast, in countries where many formal and informal institutions have developed alongside market structures (e.g. the UK, the US, and Australia), **market-based** approaches to the provision of ITE are available. The distinction between public and market-based systems is particularly relevant because it impacts the level of autonomy that ITE providers enjoy. This indicates that the governance role of the national authorities can differ between the systems. Indeed, studies often distinguish between two types of systems based on the governance role adopted by the Ministry of Education. As argued, “in more **regulated systems** ITE is governed by detailed regulations and descriptions regarding the curriculum to ensure that each student acquires the needed qualities ... [whereas] in more **deregulated systems** general guidelines for the output are given while the institutions providing ITE are autonomous and decide how to reach these outcomes.” (European Commission, 2015a: 60).

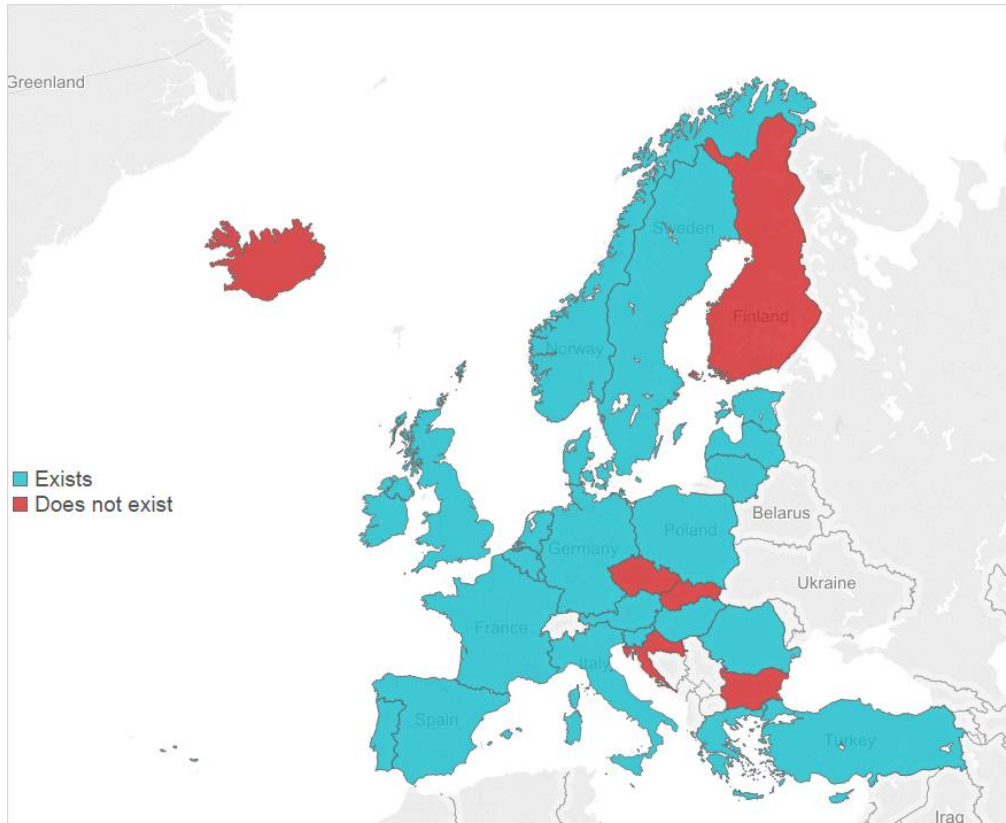
Furthermore, since the 1980s, there has been a visible trend across Europe for teacher education to be increasingly redirected from institutions of higher education (such as *Pädagogische Akademie* in Austria or *Seminarium* in Denmark) to universities. This happens by either transforming these institutions into universities or integrating teacher education programmes into various faculties within existing

universities (Buchberger et al., 2000). This trend has prolonged the period that candidate teachers spend in ITE (Musset, 2010). Even though these two models envision certain practical components (e.g. placement or internships in schools) most of pre-service education happens away from pre-primary, primary or secondary schools. Hence, the candidate teachers that are prepared through such programmes spend increasingly more time away from classrooms. On the other hand, alternative pathways are in sharp contrast with the concurrent and consecutive models because such programmes envision short apprenticeship-type of preparation of individuals with prior knowledge in fields other than education.

Across Europe, prospective teachers are required to spend an average of three years to qualify at the pre-primary and primary level and five years at the lower and upper-secondary level (European Commission/EACEA/Eurydice, 2013). Depending on the emphasis of the ITE programme, the length of the professional component can also differ across levels. Usually this component is longest within programmes that prepare teachers for the pre-primary level, and the shortest for the upper-secondary level. Across systems, the minimum required proportion of time that should be spent on professional components varies considerably in ITE programmes set by higher education authorities. For example, at the level of primary teacher education, it could be as high as 87% (ES) and as low as 11% (TR) of the full programme. On the other hand, for the upper secondary level, the lengthiest requirement for the professional component is in Malta (37%) and the shortest are in Belgium and Poland (8%). It is noteworthy that in some countries ITE institutions have institutional autonomy and are able to define the overall length of the professional component themselves (e.g. FR, EL, NL, RO, SK).

Practical preparation is an important and mandatory element of the professional component in every country. It often takes the form of short and supervised internships or placements at schools. The general trend across Europe is that the time allocated to practical training in ITE programmes is shorter for pre-service teachers preparing for the upper levels of education and longer for those who will teach at the lower levels (European Commission/EACEA/Eurydice, 2013). The minimum time that ITE programmes must allocate for practical training can be as short as 20 hours (HR) and as long as 1,065 hours (UK) for either the pre-primary, primary or general school level education. However, there is large cross-country and cross-level variation. Moreover, in some countries ITE providers are able to define the length of practical training autonomously (e.g. FR, NL, SE).

Figure 2: Teacher Competence Frameworks in Europe (2011/12)



Source: European Commission/EACEA/Eurydice, 2013.

Finally, most countries in Europe have some form of **teacher competence framework** – a combination of minimum skills and competences that teachers should possess to enter the teaching profession (see Figure 3). Competence frameworks can have a positive impact on the quality of teacher education, because they create predictability and a common language among stakeholders (see Chapter 3). There is a variety of approaches in research and policy on what is considered the most appropriate set of minimum competences needed. They usually include “areas such as subject and pedagogical knowledge, assessment skills, teamwork abilities, the social and interpersonal skills necessary for teaching, awareness of diversity issues, research skills, (...) as well as organisational and leadership skills.” (European Commission/EACEA/Eurydice, 2013: 35).

The continuum of teacher education

ITE is a crucial phase within the continuum of teacher education (European Commission, 2015a). In research and policy, teacher education is increasingly seen as a career-long learning process accompanied by the domestic parameters of each system (Schwille et al., 2007). The continuum of teacher education starts with the recruitment of prospective teachers into **ITE**. ITE is often complemented by the **induction** phase, followed by **Continuing Professional Development (CPD)**. According to Schwille et al., “whatever is done in any one phase should be informed and will be influenced by what has been learnt before and what is likely to be learnt later, as well as the opportunities to learn that co-exist during the phase in question.” (Schwille et al., 2007: 29).

To stimulate teacher development throughout the continuum of teacher education, policy-makers should also consider five perspectives associated with a teacher's career (European Commission, 2015a):

- **Pedagogical perspective:** refers to the *learning needs* of teachers during the three phases. These needs are defined by what teachers should focus on during each phase. During ITE, student teachers should focus on becoming a teacher, in the induction phase on being a teacher, and during CPD on growing as teachers. Effective teachers should embrace attitudes directed towards personal growth, while at the same time be able to autonomously identify with what their learning needs are to grow further. ITE is the crucial phase that helps to ensure that teachers develop such attitudes and abilities (European Commission, 2015a). As a result, ITE should aim to adopt a curriculum that will increase future teachers' growth-oriented agency and an ability to identify the specific competences they need to develop during the later stages.
- **Instrumental perspective:** refers to the policies and mechanisms that form *support structures* and assist (student) teachers in becoming, being, growing and remaining a teacher during the various phases of their career. Here, policy-makers should aim to create structures that support professional development initiatives, which need to be balanced between need-driven and teacher-initiated initiatives. Such policies should acknowledge and build upon formal, informal and non-formal learning as an effective means of professional development. Support structures should also encourage teachers to engage in research, as well as to apply the knowledge generated through research. Last but not least, they should also aim to ease transitions between the different phases of teachers' careers.
- **Career perspective:** refers to the ways crucial milestones and the needs to proceed beyond these milestones provide incentives and influence teachers' development when they progress or move through career stages. To take this perspective into account, "decision makers should recognise the range of roles and entry points to the profession and create inclusive policies that value and certify different skills and experiences and give opportunities for career steps both within and outside the classroom" (European Commission, 2015a: 32).
- **Professional perspective:** refers to the prospects that *competence frameworks* for different phases can create. Explicit competence levels, connected with periodic appraisals, will serve teachers as landmarks for further development. Moreover, by bringing such clarity, decision makers can create predictability and common language not only between different phases of the continuum but also between different stakeholders responsible for the latter's implementation. Hence it can ease policy coherence and the collaboration between different actors.
- **Cultural perspective:** refers to the ways *local school cultures* influence teachers' continuous development. What is crucial in this perspective is the extent to which the school context is shaped during different phases of the continuum to form a supportive culture for continued development. In particular, "during ITE, the local culture is influenced by education providers and training schools and how far these organisations see themselves as partners in the education of new teachers and whether they invest in the

training of mentors for student teachers.” (European Commission, 2015a: 18). Whereas, after ITE, integration and stimulation of learning and working as teachers through “professional learning communities, team teaching and action research projects” further influences the formation of supportive school culture (Ibid.).

Annex 4: Preparing teachers for diversity through ITE. Summary of literature review

1. Structural characteristics of education systems and other contextual factors

The way student teachers are prepared for diversity in school classrooms is influenced by their own perceptions and experiences, as much as by contextual factors and overall structural specific features of national education systems. In this section, we look at the role of political and local contexts, as well as at the conditions of national education systems through ITE programmes, curricula and recruitment challenges on the provision of effective diversity preparation.

1.1. Political and contextual factors

European countries' socio-political understanding of the role of education in the integration of students with a migrant and/or minority background influences ITE policies on diversity. Variations appear from countries where education is recognised as an instrument to support the integration of migrants and/or minorities, and countries where schools are expected to reflect society's diversity (Severiens et al., 2014). The different histories and roots of population diversity in EU countries help to explain these variations.

Classroom diversity is differently addressed in education and integration policies across Europe. In the UK, as well as in Canada and the US, a positive conception of multiculturalism prevails, while in other European countries where diversity is linked to post-war immigration such as France, Germany or the Netherlands, the overall discourses on national identity have not been questioned in the context of diversity (Burns & Shadoina-Gersing, eds., 2010). In France, the republican model aims to ensure that the education system treats all students equally and secularly, but tends to *de facto* exclude and deny the experiences and contributions of diverse students in the school and ITE curricula (Auger, 2007; Legendre, 2004; Varro, 1999). Centralisation and standardisation tendencies have reduced French schools' roles in curriculum design, as well as the attention to processes of identity building (Belkaïd, 2002). The overarching principle of equality can be considered as an obstacle to the emergence of any discussions on 'interculturalism' and on the reality of the plurality of identities among the student population (Esterle-Hedibel, 2006; Matthey & Simon, 2009).

The treatment of some EU Member States' history in school curricula can also create tensions such as in the context of debates on the negative impact and crimes of colonialism (Esterle-Hedibel, 2006), or on the role of some European authorities in the Holocaust. In European countries with a long history of emigration but either a relatively short and recent history of immigration (such as Spain, Italy or Greece), or faced by significant demographic changes (such as Central and Eastern European countries), the political responses to the growth of cultural diversity and its impact on

education pose major challenges. **Demographic shifts and the growing mobility of migrants, asylum seekers and refugees have highlighted the lack of strategies designed to address issues related to migration as well as the lack of policies in place aimed at dealing with ethnic diversity in schools.**

1.2. Structures of education systems and overall governance of ITE

ITE is a crucial first step towards ensuring an efficient, equitable and high quality teaching profession, and that meaningful learning for all takes place in the classroom (European Commission, 2015a). **The provision of high quality ITE is a major factor to ensure the recruitment of suitable candidates and future student teachers with relevant competences adapted to the growing diversity of classrooms** in Europe (Council of the European Union, 2014). Several studies and reports have identified key principles for ensuring high quality ITE programmes (Burns & Shadoina-Gersing, eds., 2010; Caena, 2014a; European Agency for Development in Special Needs Education, 2010; European Commission, 2015a; Schleicher, ed., 2012). These include:

- **Clear and concise curricula, coupled with practical field training:** carefully planned coursework providing knowledge in the subject-matter and field work (on how to use it in practice);
- **Preparing professionals in specific school settings:** an appropriate balance between coursework and field work adapted to the needs of a diverse student population;
- **Promoting a collaborative professional community:** ensuring that teacher education at all stages of the continuum allows for collaboration between student teachers, practising teachers and teacher educators;
- **Ensuring continuing structures of teacher education:** allowing new paths into the teaching career from ITE, induction and CPD, by ensuring the interconnection of the different stages of the teaching profession;
- **Quality assurance mechanisms:** external evaluation processes to ensure that ITE programmes are delivered according to stated objectives;
- **Clear structures and roles for monitoring the ITE system** with a shared framework to ensure the quality of curricula.

Teaching a diverse student population requires adapted ITE programmes and curricula, integrating theory and practice in a comprehensive approach. Curricula have a key influence on the first stage of the teacher education continuum (Milner & Tenore, 2010). They should reflect the complexity of the contextual factors, institutional support and barriers that future teachers will have to cope with. Recognising and understanding diversity, including the natural diversity of individual needs, should be a part of high-quality ITE.

Recruitment and retention of quality teachers is another key structural condition associated with education systems across Europe. Several European countries are facing critical teacher shortages, which undermine efforts in providing quality programmes and in attracting and retaining high-quality candidates (Basit et al., 2006; European Commission/EACEA/Eurydice, 2015; European Commission,

2016a). Teacher shortages can be partly explained by high levels of student teacher drop-out at the ITE and in-service stages, as well as by the lack of attractiveness of the teacher profession in certain countries. However, evidence indicates that the overall negative correlation between socioeconomic status and academic performance can be mitigated by the level and quality of human resources invested in schools (OECD, 2013b).

Improving the attractiveness of the teaching profession is a key challenge in order to recruit and retain high-quality candidates. Measures tackling the attractiveness of the teaching profession can help to improve the profession's status and competitive position in the job market (Schleicher, ed., 2012). They can be successful tools in order to attract candidates from groups that might not have considered teaching, and can help better reflect the diversity of the student population. Drop-out from ITE can also be prevented by developing CPD for classroom management in order to improve the link between theoretical and practical courses, by better counselling trainees in choosing the most appropriate route into teaching, or by enhancing recruitment strategies (Basit et al., 2006).

The overall level of preparedness of schools to embrace diversity is another key condition for the effective implementation of good practices in terms of diversity preparation and management. The existence of a collaborative learning culture, and a culturally sensitive environment at the level of ITE institutions and schools, can benefit the quality of teachers' professional development, increasing the level of preparedness of schools to integrate innovative pedagogical practices (European Commission, 2015a). Supporting a collaborative learning culture in ITE and school education can also be beneficial in relation to effective training for diversity in allowing schools and ITE institutions to engage in networks, professional learning communities and partnerships (Ibid.). The availability of mentoring programmes or support structures in schools, with more-experienced teachers supporting less-experienced ones, can influence quality and innovative classroom practices (OECD, 2014).

Schools' preparedness to integrate effective practices related to the management of diversity is also influenced by the level of centralisation of education systems. Decentralised systems give schools a reasonable level of autonomy in order to better adapt to the local needs of their pupils and the communities in which they are based. They tend to enjoy more freedom to introduce support practices, select appropriate learning material and adjust the curricula if relevant according to local situations and the demand (European Commission, 2013b). Decentralised systems can also allow the organisation of certain aspects of the governance of schools, such as the processes of hiring and dismissing teachers (Ibid.). The 'restructuration' of higher education, including ITE, in Europe, through decentralisation and marketisation, has also had a significant impact on teacher education policy, teachers' theoretical professional knowledge as well as on the autonomy and level of professionalism of the teacher profession (Lindblad & Goodson, 2011; Lindström & Beach, 2015).

2. Characteristics of effective ITE for diversity

This section reviews enablers for an effective preparation of student teachers for diversity. Research reveals a wide range of ways through which competences can be developed or assumptions challenged. A consistent remark noted that multicultural education should not be an optional ‘add-on’, but that it should be integrated throughout ITE (Grossman et al., 2009) and school curricula to effectively transform the approach towards diversity (Agirdag et al., 2016). Much of the literature discusses different ways through which intercultural awareness and competences could be developed. These included policy measures aimed at promoting and preparing student teachers for diversity at the curriculum level, and ITE teaching practices building competences needed for teachers to better deal with and teach about diversity. Providing intercultural practical experiences, field trips, better preparing teacher educators, and providing initiatives aimed at better reflecting the diversity of the student population in the teaching workforce are other ways through which student teachers could better encounter diversity-related challenges.

2.1. The promotion of diversity in ITE through curricula

2.1.1. Diversity of implementation options at the curriculum level

ITE curricula can prepare student teachers for diversity in a number of ways.

These include dedicated programmes, modules and courses. Research has identified key elements that courses on diversity and multicultural education should focus on (Banks, 2009; De Neve & Devos, 2016; Luciak, 2010; Severiens et al., 2014; Wolff et al., 2010; Ziegler, 2013). These include:

- **Integration of diversity content** into the curriculum;
- **Language development** for all student teachers, particularly in multilingual school environments;
- **Prejudice reduction and psycho-social training** that covers key social interaction and identity-related issues such as stereotyping, teacher expectations and ethnic identity, to tackle students’ negative attitudes towards diversity through teaching;
- **Adapted pedagogical principles and knowledge construction** to view concepts, events and issues from different cultural perspectives and frames of reference, teaching strategies recognising diverse ways of learning and knowing; use of relevant resources;
- **Fostering equality and empowerment by changing the school culture and restructuring the learning environment;** strengthening the relationship between schools and local communities (e.g. supporting learning professional communities, increasing parental involvement).

2.1.2. Targeted courses on diversity

Research shows a predominance of ITE initiatives that focus on integrating diversity through the content of curricula, notably via dedicated courses (Wolff et al., 2010). Dedicated courses tend to focus on developing particular

competences for student teachers, and tackle their attitudes and preparedness to teach diverse classrooms.

Developing future teachers' intercultural competences through dedicated courses requires the adaptation of the curriculum. ITE courses should be based on culturally relevant pedagogies. This can help to elaborate core values based on inclusion, communication about and participation in different cultures (Severiens et al., 2014). Courses that focus on social justice, diversity or multicultural education can help to improve student teachers' multicultural awareness and develop their cultural competences (Durant-Jones, 2009; Kitano et al., 1996; McDonald, 2003).

Intercultural competences can be promoted by reshaping the curriculum to include multiple cultural voices that make room for students' experiences (Williams, 2014). To develop knowledge and skills in teaching diverse students, student teachers must understand their own beliefs, assumptions and behaviours. This involves interrogating educational materials in a critical way to ensure that student teachers acquire appropriate pedagogical tools (Caruthers & Smith, 2006).

Courses on diversity should also aim to develop a critical consciousness among student teachers. (Williams, 2014). Gazeley and Dunne (2013) argue that more needs to be done to improve student teachers' understanding of diversity, racism and exclusion, and to find ways to effectively engage teachers in changing the systemic and institutional structures that perpetuate racism. To develop more effective curricula and courses, Macura-Milovanović and Pecek (2013) suggest that teacher education programmes in Serbia and Slovenia need to place more emphasis on the institutional and systemic issues relating to the underachievement of Roma children in learning.

2.1.3. Horizontal initiatives at the curriculum level

Alternative approaches can provide innovative and effective ways to embed diversity-related issues into the curriculum, through existing courses, such as in history, citizenship education (Esterle-Hedibel, 2006) and literature, or through methodological and pedagogical courses. These initiatives aim to introduce all student teachers to concepts such as mutual understanding, comparative education, and differentiated instruction. Courses that embrace diversity can allow student teachers to interpret policy objectives and curriculum content requirements, and expand their 'pedagogic repertoire' (Pinho 2015: 160). Mutual understanding is a way in which teachers can become more familiar with plurilingualism and interculturality, while intercultural education can help future teachers of all subjects "to function as skilful, fair and empathetic actors in culturally diverse classrooms" (Larsen-Ostermark, 2009: 417).

Since the 1980s, France's ITE programmes have increasingly aimed at a better knowledge of migrant children's cultures (Meunier, 2013). While specific teacher education initiatives on diversity and the fight against discrimination remain elective for student teachers (Esterle-Hedibel, 2006), intercultural approaches are based on pedagogies of diversity (Changkakoti & Broyon, 2013). Troncin (2011) recommends that cultural diversity be taught continuously from the beginning of ITE to the Master's degree, and that the focus on pupils' differences be integrated into all courses rather

than constituting a separate subject. Liu (2010) underlines the importance of creating continuity between multicultural education and other courses in the programme, in order to better prepare all student teachers for diversity. In Canada, the ITE programme of the University of Stanton integrates diversity education in specific courses, as well as in subject courses such as Math and Social Studies (Gambhir, 2015).

Embedding diversity and multicultural education throughout the curriculum can support teachers' competences as well as help them to reflect on their attitudes towards diversity. Including comparative education in ITE would enhance all teachers' performances, both in monocultural and multicultural classrooms (Planel 2008). In Italy, Santerini (2002) identified several ways to promote interculturality throughout ITE programmes. These include focusing on socio-anthropological knowledge on migration, and promoting the idea of self-reflection and decentring from one's own experience. Citizenship education can be a vector to teach intercultural education in order to help all student teachers to better address issues of citizenship, integration and cultural models, assess the dynamism of these concepts according to changing contexts, and focus on social cohesion in educational projects (Santerini, 2002).

Research underlines the tendency for student teachers to come from a mostly monocultural majority background, and their general limited prior experience with diversity (e.g. Harris & Clarke, 2011). Embedding issues relating to race, culture and ethnicity into all components of ITE is one way in which to better prepare student teachers to deal with and embrace ethno-cultural diversity-related issues (Lander, 2011). Doing it from the beginning of ITE can lead to greater "reflection on the issues in school and promote professional dialogue [between] [...] mentor and student teacher" (Lander 2011: 363). Pearce (2012) also argues that teachers can use the curriculum to provide a space within which "aspects of hegemonic white culture are examined alongside, not pre-eminent among, other cultures", making it "possible for both culture and power to be opened up as topics for discussion in contexts which are meaningful for children" (Pearce 2012: 459).

2.1.4. Preparing student teachers for linguistic diversity

Debates in education policies at the European level have shed light on the importance of bringing the 'language dimension' in education and ITE. According to the Council of Europe, ITE should include provisions on the importance of language awareness in all subject areas, or in the form of interdisciplinary training schemes (Council of Europe, 2015). According to this new understanding of the concept, notably influenced research on translanguaging pedagogy (Arpacik, 2015; Creese & Blackledge, 2015; Garcia & Wei, 2014; Hornberger & Link, 2012; Lewis et al., 2012; Stevens, 2015), language is a resource to produce meaning, and consequently the issue of all teaching. It is central to schools' mission and culture. In ITE, this implies that providers shall ensure that multilingual courses and courses on the language dimension in teaching be provided to all student teachers (Ntelioglou et al., 2014; Council of Europe, 2015).

Research underlines the need to develop schemes that support students' multilingual awareness and competences in ITE in contexts of

multilingualism (European Commission, 2015b; Ziegler, 2013). Evidence shows that the availability and level of support for pupils with a migrant and/or minority background, notably in articulating the language of schooling with mother tongue education, can improve their educational attainment (Auger, 2007; European Commission, 2015b; Rezzoug et al., 2007). Larszen-Ostermark (2009) claims that intercultural courses should be an integral part of language teacher education curricula. Learning a new language can help student teachers develop stronger sensitivity and self-reflection, and to be aware that pupils start from very different circumstances in terms of language (vocabulary, grammar, styles and levels) (Röttger, 2011). ITE can initiate a reflexion about what it means to speak a language in terms of culture and ways of living (Clerc & Rispail, 2009). ITE programmes should enable student teachers to think about their own identity, the languages they know and under which circumstances they learned them (Ibid.). Adhering to an 'integrated approach' in language education, most ITE providers in German-speaking countries have included mandatory introductory courses in German as a second language (e.g. EDK, 2013).

However, the "application of monolingual norms to multilingual contexts is still predominant" in the EU (Jessner, 2008: 27). In the context of foreign language teaching in Finland, Larzen-Ostermark (2009) found that language teachers identified several reasons why their teaching practice was lacking an intercultural dimension, such as: "lack of personal insights into cultural matters, lack of appropriate teaching materials and a consistent culture-teaching methodology, lack of time, lack of financial resources providing better opportunities for in-service training, as well as pressure to conform to the traditional approach to [foreign language] teaching, which focuses on producing measurable results in terms of linguistic competence" (Larzen-Ostermark 2009: 403). Teachers "own representations of themselves as speakers and language learners" influences their own "awareness of student's language repertoires and how they capitalise on them" as well as their "willingness to enter into contact with 'otherness'" and to develop a style of language teaching that is more aware of linguistic and cultural diversity" (Pinho, 2015: 149).

2.2. ITE instructional practices building competences for diversity

Various instructional practices in ITE can 'infuse' diversity in the curriculum through stand-alone courses, as well as through specific assignments, reflective activities, readings, or of a combination of both (Alvarez McHatton et al., 2009).

2.2.1. Reflective practices preparing student teachers for diversity

Dedicated course methods aimed to allow student teachers to share their own life experiences were found to effectively contribute to their preparation for diversity. The use of systematic reflection can develop (student) teachers' awareness of their own insights into teaching. An interaction between personal reflection and theoretical notions can help to enhance professional growth (Korthagen & Kessels, 1999; Korthagen & Vasalos, 2005; Korthagen, 2010). Reflective practices can help student teachers to project themselves as individuals who have learned at the contact of diversity (of cultures, populations, trajectories, etc.) (Belkaïd, 2002). ITE can contribute to student teachers' process of personal and professional identity-

building in a transforming process. In assimilating this 'mutation' to the migration process, Belkaïd (2002) shows the potential key role of ITE practices based on questioning student teachers' life experiences as pupils in order to build a common culture by promoting individuals' inherently diverse cultural identities.

Intercultural education can be understood as an approach working on identity rather than on culture. Esterle-Hedibel (2006) highlights the importance to question their own cultural references, perceived understanding of diversity as well as the relativity of their values and behaviours in order to develop a better understanding of their students. Along the same lines, Boraita and Crahay (2014) suggest a three-step method based on self-reflection. The first step would be to allow future teachers to become aware of their own beliefs. They would then be confronted with elements allowing questioning those beliefs, before finally being able to integrate new knowledge. Guillén Díaz (2007) has developed a decentring training approach which uses self-analysis to make the student teachers aware of their own cultures and perceptions and of the impact they might have on others. Cooperative and 'Problem Based Learning' have also proved to be effective methods to change future teachers' attitudes and representations become more sensitive to diversity and multilingualism (Young & Mary, 2009).

Reflective ITE writing assignments have also been assessed as useful methods to illustrate examples of culturally responsible teachings. In Sweden, Rabo (2007) reported on the use of 'log-books' for student teachers to take notes on their observations in classes and theoretical questions following a month-long course on 'intercultural pedagogy'. Student teachers were encouraged to be 'reflective and reflexive' in their learning process and reflect about their personal experiences and own ways of thinking about them (Rabo, 2007: 45).

2.2.2. Innovative methods and tools

Research highlights number of innovative methods and tools in ITE aimed at supporting student teachers with their diversity learning and practice. The use of video in specific ITE courses has been considered as effectively helping student teachers to reflect on their experiences, and to be better prepared to deal with diversity once in situation of teaching. Boling (2003) underlines that the use of video can help teacher candidates to elaborate new understandings of inclusion, and to make sense of various instructional approaches and teaching strategies. Multimedia can be an opportunity for student teachers and teacher educators to raise questions and promote a collective dialogue in order to discuss classroom practices and teaching in the context of diversity by allowing an alternative and neutral perspective (Patel, 2013).

Online journals have also been identified as effective innovative practices in order to reflect on student teachers' diverse practical experiences. Interactive reflective journals can be relevant in raising the cultural sensitivity and awareness of student teachers (Moss, 2010), particularly if accompanied by an adapted multicultural course (Brown, 1998). Journal writing in the context of a multicultural course in ITE can be a good method allowing reflection and communication between student teachers and teacher educators (Tsai, 2001). It can also create the opportunity for educators to reflect on and deconstruct their own perceptions of otherness, which is a

necessary condition for students to work on and change their own mental models (Caruthers & Smith, 2006). Cain Fehr (2010) finds that working on fictional online stories helped participant student teachers to relate to their own experiences of teaching and personal lives, and to enhance their critical awareness of multicultural diversity, social inequalities, and understanding of culturally responsive teaching.

2.3. The importance of diverse practical experiences

Courses in multicultural education are often considered as not having enough impact if not properly coupled with effective field experiential learning (Almarza, 2005; Ibrahim, 2004; Lenski et al., 2005). The importance of access to intercultural practical experiences appears to be an essential part of the process of developing multicultural competences. **Multicultural practical experiences can help student teachers to change their attitudes about and perception of diversity.** It may allow them to connect multicultural education with real life experiences, increase their cultural sensitivity and knowledge on issues of ethnicity, power, and inequality in education (Hagemann, 2009; Scott, 2012). In a study on preservice teachers engaged in a yearlong professional development programme in their induction year, Lenski et al. (2005) have highlighted the key added value of practical training in a diverse urban environment in building preservice teachers' awareness of the teacher's role in differentiating the curriculum, know-how to build positive relationships with ethnically diverse students and families.

Evidence indicates the importance to combine multicultural placements with coursework on multicultural education to improve student teachers' multicultural sensitivity and to broaden their perceptions of diversity (Hollins & Guzman, 2005; Tinkler & Tinkler, 2013). Even though field placements in a multicultural setting can have a positive impact, they cannot be considered as a sufficient condition without relevant coursework on intercultural and multicultural education. Studies on the effectiveness of diverse community-based field experience suggest that the benefits of such programmes include student teachers' better understanding of diverse populations and 'learning how to communicate and build relationships with those from cultures different from their own', especially for students from rural backgrounds (Hollins and Guzman, 2005: 495). The exposure to different cultural backgrounds in ITE can have a significant influence on teachers' intercultural competence (Dagkas, 2007). In France, Boraita & Crahay (2014) emphasise the importance of field experiences as part of the learning process. However, practical training rarely focuses on diversity, and theoretical courses relating to diversity are often described as ad-hoc and elective within ITE curricula.

The transition between theoretical courses and recent graduate teachers' first experiences in the classroom can constitute a 'practice shock', which highlights student teachers' perceived ill-preparation (Korthagen, 2010; Wolff et al., 2010). Research underlines the importance to properly link theory and practice by alternating practical teaching experiences with theoretical courses, as well as ensuring support from educators and a close cooperation between schools and ITE providers (Korthagen, 2010). Intertwining theory and practice in an adequate combination between courses, practicum and competence-based activities constitute indispensable elements of an effective preparation of student teachers for diversity in

ITE. Effectively preparing student teachers to work in multicultural education contexts implies to provide them with courses directly related to cultural diversity, field experiences as well as integrating activities aiming to improve their multicultural competences into the other pedagogical focussed courses that they undertake (Arsal, 2015).

Classroom practice is more effective when student teachers are properly prepared beforehand, as well as if their work is guided by tutors and mentors (European Agency for Development in Special Needs Education, 2010). In a study on the effectiveness of an immersion practical course linking multicultural education theories with practice in the USA, Almarza claims that “placing pre-service teachers in a diverse setting alone does not guarantee any improvement in either pre-service teachers’ ability to connect multicultural theories with practice or their effectiveness in dealing with diversity and multicultural issues” (Almarza, 2005: 528). The author recommends that opportunities for culturally and linguistically diverse practical experience should be available in ITE, while reflective inquiry practice should be put in place in dedicated courses to enable student teachers “to test out their assumptions” before graduating from the programme, and that “extended and sustained immersion-based experiences” should also be provided for student teachers (Almarza, 2005: 536). In the context of internships in schools characterised by a high level of migrant and/or minority-related diversity, evidence points out to the importance of personal contacts between student teachers and educators (Wolff et al., 2010). The quality of supervision and learning environment can ensure the quality of the placement and to reduce the risk of ‘practice shock’ (Ibid). Mentor-supported service learning model (combining field experience with structured preparation and student reflection) can help integrating teachers’ community experiences with their academic learning to promote social justice (Duckworth & Maxwell, 2015).

There is a debate on the impact of international exchanges for student teachers’ specific competences and professional growth. On the one hand, research has shown the ‘transformative’ potential of intercultural and international field experiences for student teachers. Scoffham and Barnes (2009) underlined the transformative impact of a learning trip to India for British student teachers. Student teachers were encouraged to regularly reflect on and discuss their experiences, on which the student teachers could capitalise and robustly inform their intercultural competences. Mobility can have a positive impact in helping (student) teachers’ plurilingual and intercultural learning, to become more aware of their own and their hosts’ cultures, to reflect on stereotypes, and develop language skills¹. On the other hand, experimental evidence seems to show that international exchanges do not have any particular impact for student teachers’ intercultural sensitivity or competences to teach in a multicultural classroom environment (Leutwyler & Meierhans, 2016).

¹ See: Plurilingual and intercultural learning through mobility (PLURI-MOBIL), a project of the Council of Europe’s European Centre for Modern Languages (ECML). Available at: <http://plurimobil.ecml.at/>. Accessed 10.10.2016.

2.4. Reflecting diversity among the student teacher and teacher populations

The underrepresentation of the diversity of the student population in the teaching profession is a crucial challenge to policy makers and ITE institutions across Europe (Schleicher, ed., 2012). European countries face high levels of drop-out rates in ITE and shortages of qualified teachers (Wolff et al., 2010). In the context of growing migration trends, a number of EU Member States have demonstrated an increased interest in the diversity of their teacher workforce (European Commission, 2016a). Research has illustrated the relatively positive impact of a more diverse teaching force on the educational achievements and non-cognitive outcomes of students with a migrant and/or minority background (Carrington & Skelton, 2003; Driessen, 2014). However, some studies also suggest that this link is not always evident (European Commission, 2016a).

Research shows that profiles of teachers with a migrant background are often similar to other teachers. However, teachers with a migrant and/or minority background seem to have a heightened sensitivity to cultural issues and pay more attention to the effects of the socio-political environment (Changkakoti & Broyon, 2013). Based on the similarity of their life experiences, they show a particular empathy for migrant students and their parents and consider themselves role models and agents of social change for all students. They see integration as a responsibility shared by both migrants and the host society, whereas the majority of teachers consider that the integration effort relies mainly on migrants (Changkakoti & Broyon, 2013). Whether they teach in primary or secondary schools, teachers with a migrant background show more tolerant views toward cultural diversity at school but assign more importance to the universal principles of public education (Legendre, 2004).

Recruiting students with a migrant/minority background in diverse school environments can have an important role in increasing teachers' relevance and competence to face the challenges of such classrooms (Schleicher, ed., 2012). Teachers with a migrant/minority background have the potential to temper a tendency of mainstream teachers to lower expectations of migrant and ethnic minority children which therefore negatively impact learners' academic achievements (Schofield, 2006). Recruiting teachers from a similar ethno-cultural background as the school population can bring tangible benefits in providing 'mentors, advocates and inspirational figures' to pupils with a migrant and/or minority background and contributing to break down racial stereotypes and reduce the risk of discrimination (Carpenter-Lagattuta, 2001; Carrington & Skelton, 2003; Villegas et al., 2012). Diversity in the teaching population can also allow diverse pupils to benefit from 'their multilingual expertise, understanding of racism and ability to communicate this understanding to colleagues from the majority group' (Basit & McNamara, 2004: 98). Ethnic minority teacher can also provide a point of contact for ethnic minority parents who may feel reluctant to come into school or interact with teachers (Basit & McNamara, 2004).

However, research found that students with a minority and/or migrant background tend to drop out from ITE at a higher rate than 'majority' students. Barriers to accessing and completing ITE can include comparatively lower

learning achievements, language barriers, lack of financial resources, lack of confidence and awareness of the opportunities offered by the teaching profession, structural barriers and discriminatory experiences; lack of cultural and social support; and a perceived mono-cultural approach to ITE (European Commission, 2016a). Research shows that minority student teachers consistently report to be treated less favourably than their peers from the majority group, and suffer from stereotypical views regarding their culture and language (Basit et al., 2006; Bhopal & Rhamie, 2014; Garewal, 1999; Hoodless, 2004; Lander, 2011).

Garewal (1999) suggests a range of approaches to counter the negative experiences that diverse student teachers can encounter, such as better cultural sensitivity and racial discrimination training provided for mentors and course co-ordinators, open discussion between tutors, students and teachers in order to help reduce racial discrimination, stereotyping and foster better teaching practice experiences. At the level of the ITE providers, cultural and racial issues should be permeated through all aspects of ITE courses to help reduce discrimination and stereotyping.

Aiming to tackle some of these barriers, policy measures to increase the diversity of the student teacher population by attracting and supporting student teachers in ITE have been successfully implemented across the EU.

Aimed to recruit within migrant communities or groups that might otherwise not have considered teaching, awareness raising campaigns can make them feel that they are going into a career as accomplished and decisively relevant professionals (e.g. AT, BE, DK) (Wolff et al., 2010; Schleicher, ed., 2012). Other effective initiatives include: targeted financial support in the form of scholarship programmes for ITE students with a migration, minority and/or socioeconomically disadvantaged background (such as in France, Germany or FYROM), specific ITE programmes for national minorities (e.g. CY, EE, EL, HU), mentorship programmes provided by practising teachers with a migrant and/or minority background (e.g. DE); or language and other forms of academic support for ITE students (e.g. AT, DK, FI, UK) (European Commission, 2015b).

Wilkins (2014) argues that considering that the British ITE quality assurance (inspection) mechanism refers to how well ITE providers' are recruiting BME student teachers, it is worrying that there is no "direct references to outcomes in terms of BME attainment" (Wilkins 2014: 457). In the US, Oling Ottoo (2005) found that dialogical professor-student interaction and encouraging the expression of student voices are effective methods to improve the retention of diverse student teachers. Quezada and Louque (2002) identified additional tools, including attractive financial mechanisms, career opportunities and incentives, allowing teachers to teach without fully completing advanced degrees, targeted recruitment campaigns, mentoring programmes, or financial partnerships with diverse school districts.

2.5. The importance of teacher educators' preparedness to teaching about diversity

The level of preparedness of teacher educators to teaching about diversity is often described as insufficient, although research shows their important role in educating student teachers about diversity (Alvarez McHatton, 2009; Cooksey, 2002; McDonald, 2003). Among their multiple professional roles (as teachers of teachers, researchers, coaches, gatekeepers and brokers), teacher educators are also

crucially involved in the development of the ITE curriculum (European Commission, 2013c; Lunenberg et al., 2014). Research underlines the role of teacher educators to develop effective and innovative courses and teaching practices to better prepare student teachers to diversity in the classroom, and to be informed about the latest developments in related thematic fields.

In Germany, Rotter and Jeschak (2011) argue that teacher educators tend to follow a deficit-approach in education about multilingual students. Teachers are often not able to recognise reading deficiencies of their pupils, which underlines the need for ITE courses in didactical-methodological competences for individualised and differentiated instruction (Rotter & Jeschak, 2011). Bianchini and Lynnette (2007) suggest that teacher educators and induction professionals should provide beginning teachers with targeted site-specific tools in order to help newly novices with dealing with the specific characteristics of their students, and the school and community culture. Such tools could consist of knowledge of the range of student information available (e.g. language proficiency, special needs, years attending the school or district, etc.) and how to obtain these data. It should also include knowledge of appropriate curricular resources for students with different language abilities and academic needs, and knowledge of the resources and opportunities available to communicate and interact with pupils' families (Bianchini & Lynnette, 2007). Teacher educators can also develop strategies to complement the curriculum in integrating appropriate readings for student teacher, in creating critical reflection discussion settings or in proposing practical placements in diverse classroom environments (Faez, 2007).

Educators should have a deep understanding of the process of transformation of student teachers' perception and understanding of multicultural teaching (Rogers, 2012). They should be prepared to promote multiple identities and ensure its continuum, encourage self-reflection processes among student teachers, establish a comfortable classroom environment and encourage discussion and a sense of community (Ibid.). US research underlines that teacher educators report the lack of preparedness and assigned time for promoting effective instructional approaches and dedicated courses, the lack of necessary skills and tools to address diversity (including in terms of gender and sexual orientation) as required by teacher standards and the curriculum (Alvarez McHatton et al., 2009; Cooksey, 2002). Allowing individual ITE programmes to develop their own standards on social justice and diversity rather than using a prescribed set of standards has been considered more efficient regarding student teachers' level of preparedness (McDonald, 2003). This can be ensured by allowing enough time for teacher educators to collaborate such as through inquiry groups (Ibid.). McShay (2009) underlines that teacher educators should continually pay attention to the 'hidden curricula' in order to ensure that educational equity is embedded within the structure of the programme.

Preparing teacher educators can also involve volunteering and diversity-focused practical activities, as well as multi-stakeholder cooperation initiatives. Assaf et al. (2010) suggest that volunteering in diverse communities could be an effective field experience in order to gain resources for understanding students and the contextual factors that have an influence in learning in diverse school settings. The appointment by each ITE institutions of a teacher educator responsible for the monitoring and/or implementation of diversity related reforms of

the curriculum is another relevant suggestion for enhancing the preparedness of teacher educators to train student teachers to diversity education. This would require leadership role of the institution or of the authorities to play a crucial role in its implementation. Networks of such 'diversity coordinators' could be built through regular exchange, and sustained by an organisation under the authority of the Ministry of Education (e.g. the Federal Centre for Interculturality, Migration and Multilingualism in Austria – *Bundeszentrum für Interkulturalität, Migration und Mehrsprachigkeit*, BIMM²) that would work as an agency for development of material and training courses, knowledge broker and facilitator (e.g. the Austrian Center for Language Competences, ÖSZ³). To foster the back-up through different stakeholders and civil society, a network can constitute a good platform to exchange new content and relevant practices⁴.

Summary

Important limitations remain in the literature, in terms of availability of the evidence, geographical relevance in the European context, and level of comparativeness and transferability of identified policies and initiatives. Nevertheless, recent research has identified and analysed enablers for effective preparation of student teachers for diversity, providing us with a number of relevant examples of good practices. These policies, measures and initiatives at the national, regional or local level and engaged by ITE providers themselves constitute promising lines for future research.

The evidence reviewed includes policies aimed at preparing student teachers to deal with diversity in infusing existing programmes and curricula or particular subject matter courses such as history or citizenship education, or by creating dedicated programmes, curricula and courses. It discusses policies focused on student teachers' practical training for diversity through internships in diverse schools coupled with proper supervision, or placements in multicultural urban settings. Measures aimed at better reflecting the increasing diversity of the student population via targeted recruitment, policies to support potential future teachers with a diverse background to access and remain in ITE institutions, or ITE specific programmes. Evidence also underlines the key role of teacher educators in training student teachers for diversity, which shows the importance of the level of preparedness and of available training aimed at educators and mentors.

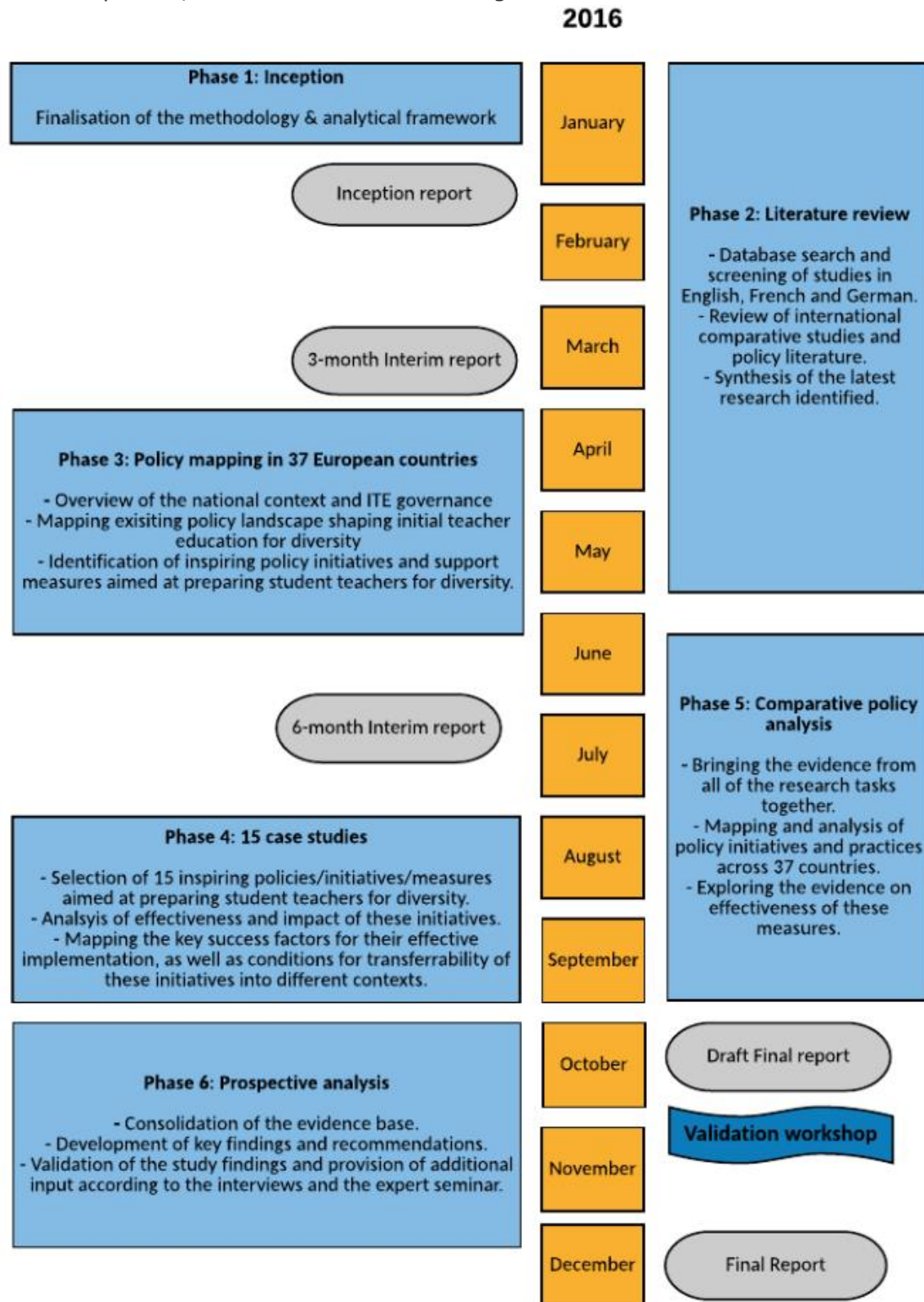
² See: <http://bimm.at/>. Accessed 13.10.2016.

³ See: <http://www.oesz.at>. Accessed 13.10.2016.

⁴ The Austrian Language Committee (ÖSKO) has been initiated and is sustained by the Ministry of Education. Its members come from all societal fields such as parents' organisations, the adult education sector, the labour market, the churches and the military. See: http://www.oesz.at/oeko_domain/main.php?page=041. Accessed 13.10.2016.

Annex 5: Summary of methodological approach

To address the scope and objectives of the study, the research work was divided into six main phases, which are set out in the Figure below.



The key tasks undertaken during each phase are summarised below.

Phase 1: Inception

The kick-off meeting took place at DG EAC on 13 January 2016. During the Inception phase the research team finalised methodology, analytical framework, revised research questions and developed draft research tools. The inception report also included elaborated plan of work organisation, responsibilities of the research team and quality assurance during the study and was submitted on 25 January 2016.

Phase 2: Literature review

The literature review consisted of two parts. To grasp the variety of evidence and ensure robust results, the research team followed a number of principles of systematic literature reviews and performed the database search of research articles in English, French and German. The aim of this part of the literature review was to identify and synthesise the latest research on one of the core research questions posed by the study: which competences (student) teachers need to have to be prepared for diversity in the classroom, and which elements of initial teacher education help develop these competences? This part of the review consisted for the following steps:

1. Identifying relevant electronic academic databases (English: British Educational Index, ERIC, ProQuest search tool of several databases; French: Cairn.info; German: Fachportal Paedagogik);
2. Carrying out searches in databases using several keywords organised around three concepts (*Initial teacher education; Teacher preparedness for diversity; and Diversity*);
3. Exporting search results into Zotero;
4. Screening the search output based on titles and abstracts using Zotero (inclusion criteria: 1996-2016; primary empirical research; direct link with the study questions);
5. Screening full texts of selected publications and extracting relevant information falling under the following themes: Teachers' competences for diversity; Teacher educator preparedness; Characteristics of ITE programmes with the focus on diversity; Evidence on effectiveness of ITE programmes; Diversity in student teacher population; Criticism of ITE;
6. Analysing and preparing a synthesis of extracted evidence.

The review aimed to cover the EU-28, EU candidate countries and EFTA countries. However, it also became evident that most research on the topic originates from other countries, such as the US, Canada and Australia. Thus, the research team has also reviewed relevant evidence from these sources and included the most prominent examples into the synthesis.

To complement the results of database search, the core team performed additional searches in specialist libraries. Non-indexed publications or grey literature were also sourced by the core team on European Commission websites (DG Education and Culture; DG Employment, Social Affairs and Inclusion; and DG Justice and Consumers), on the Eurydice Database, on the website of the OECD/Directorate for Education and Skills, and through Google Scholar. The detailed results of the literature review were presented in the 3-month interim report submitted on 31 March 2016 and informed the subsequent research tasks.

Phase 3: Policy mapping

Under the supervision of the core research team, national researchers from 36 European countries (28 EU MS⁵, EFTA and candidate countries) undertook research to gather data and populate the country profiles. Field work at the national level consisted of:

- Overview of the institutional context and presentation of the key governance features of ITE in the respective countries/regions;
- Mapping existing policies and describing the way in which ITE prepares teachers for diverse classrooms;
- Identifying examples of policy initiatives and other relevant actions to support preparation of student teacher for diversity.

The field work mentioned above included desk research (mainly a review of policy documents and available literature) and stakeholder interviews, where information was not available otherwise.

The policy mapping was based on strict mapping guidelines, which had been prepared by the core team, piloted and discussed with DG EAC. The guidelines did not only require the national experts to indicate various policies and instruments implemented in their respective countries, but also asked several analytical questions based on the research questions. Policy mapping guidelines that had been disseminated to the national researchers set out the content and scope of the research.

The core team ensured the overall methodological leadership and coordination of the policy mapping exercise. Before launching the actual field work, PPMI team organised initial briefing sessions for the national experts to explain the aims of the study, logistics, and research tools to be used, and understand the limitations and barriers that experts may encounter while performing the task.

The key output of the national experts' work took the form of draft country profiles, which the core study team carefully reviewed and transformed into concise country fiches. The fiches were further validated by the national researchers. The preliminary synthesis of policy mapping data was included into the 6-month interim report submitted to EAC on 30 June 2016. The final country fiches are included as an annex to the final study report (see Annex 1).

Phase 4: Case studies

Out of 151 initiatives identified by the national researchers during the policy mapping, 15 policies/initiatives/measures for preparing student teachers for increasing diversity in the classroom were selected for case study analysis. The selection criteria included: diversity of the content, type and providers of the measures, diversity of countries and education systems, availability of evidence on effectiveness of these initiatives.

As in the previous phase, case study analysis was performed by the respective national experts, following the thorough guidance and supervision of the core research team. When implementing this exercise, national experts were asked to carry out the **research review** in their national languages to contextualise the

⁵ Including two country fiches for Belgium (for the French and Flemish Communities).

analysed initiative. In addition, national experts performed at least **three interviews** with different stakeholders who had been involved in the development or implementation of the selected initiatives. Based on the detailed case study questionnaires, filled-in by national researchers, the core study team prepared the case study summaries, which can be found in the annex to the study final report (Annex 2).

The first results of the case study analysis complemented research findings of the policy mapping stage and were presented in the draft Final report submitted to EAC on 13 October 2016.

Phase 5: Comparative policy analysis

The comparative policy analysis brought together the evidence from all the research tasks. It aimed to reveal how the concept of diversity is understood in education policy across Europe, and how teacher education for diversity is framed in national policy documents. In turn, it focused on how these policy guidelines and priorities are translated into actual ITE provision (curricula content, recruitment, quality assurance, etc.). This phase also helped to map and analyse the range of initiatives and practices implemented across Europe aiming to prepare student teachers to deal with and teach about diversity and explore evidence of effectiveness of these measures.

During the comparative policy analysis, we have employed the Nvivo10 software – a qualitative data analysis (QDA) computer software package which is intended to help users organise, aggregate and analyse unstructured as well as scattered data. The research team coded findings from 37 country profiles produced by the national experts during a policy mapping exercise and used aggregated results to draw more general conclusions about the ways in which ITE enables future teachers to deal with diversity in the classroom and what are the most effective policies to support this process as well as encourage teachers to promote a learner centred approach in schools.

The analysis started after the completion of policy mapping phase and was further complemented by the synthesis of the case study findings. Based on its results the core study team was able to perform prospective analysis and distil main policy lesson and recommendations on improvement of ITE systems to better prepare student teachers for diversity.

Phase 6: Prospective analysis

This stage of the study involved consolidating the evidence base to develop key findings and recommendations. Preliminary conclusions and recommendations were drafted by the core research team based on the results of all the research tasks described above and were discussed with EAC and relevant education stakeholders during the validation workshop.

The workshop was organised on 26 October 2016 in Brussels and provided an opportunity to present and discuss the findings of the Study, as well as to brainstorm on policy recommendations based on the evidence collected. The validation workshop gathered more than 35 stakeholders from across Europe, including senior experts in the area of teacher education and education for diversity, policy makers at the European Commission, Parliament, Committee of the Regions and Member State level,

representatives of international organisations (OECD, UNESCO), teacher educators, representatives of relevant networks and associations (including EFIL, ESU and ATEE), and senior staff from ITE providers.

The core study team used the results of the validation workshop to revise and improve the final study report. The summary of the validation seminar discussions is provided below.

Validation seminar summary

Main discussion points

During the first open discussion, participants raised questions on the **lack of a common understanding of the concept of 'diversity'**: should diversity be viewed in terms of ethnicity, culture, migration, language, religion and belief, or in broader terms that would include disabilities, gender, sexual preferences, etc. Views differed on this point, and it was concluded that the Study should be clear on the definition chosen and further explain why it is important to focus on the dimensions it pursues.

Participants highlighted the importance of adding clarity and analytical relevance to the Study's problem statement. It was felt this could be made stronger and more explicit. Achievement gaps between pupils with a migrant, minority and disadvantaged background, growing radicalisation and discrimination in European societies, exclusion of 'The Other', together with the self-reported lack of preparedness of teachers to deal with diversity in the classroom and diversity issues in general are among the most important issues on which the Study builds its objectives and scope. This needs to be made more explicit, however.

Participants underlined the difficulty of evaluating the impact of ITE policies and initiatives on pupils when introducing diversity issues in teacher education. The extent to which ITE programmes that integrate diversity components can have an impact on pupils' achievement, well-being, and feeling of belonging in the classroom and society represent a key long-term impact that needs to be better measured.

Experts emphasised that the Study should also **acknowledge the role of ITE for building teachers' more general competences** (such as understanding individual learners and building relationships, social justice competences, ability to reflect) and teachers' attitudes with respect to equity and inclusion in education. The Study should, in particular, make reference to a considerable body of research on these issues (as opposed to the limited research that uses the specific concept of diversity in relation to teacher preparation/ITE).

Parallel discussion groups allowed participants to discuss specific issues in more detail. The key points raised during these discussions are summarised below.

✓ **Group 1: Policy goals and competences for diversity in ITE**

Experts underlined that teachers have agency to bring change in the classroom. However, they noted that teachers have limited capacity in solving structural societal issues such as discrimination and racism, lack of integration and feeling of belonging of pupils with a migrant and/or minority background (and need to take into account the influence of the 'hidden curriculum').

Experts noted that **teachers should grow a sharper sensitivity to the variety of diverse backgrounds** in their classroom as well as in society, by **self-reflecting** on their **attitudes and values towards diversity**.

By **placing learners at the centre of teaching**, teachers should reflect on their backgrounds to enrich the classroom and all pupils. There is a close intersectionality between culture, language, religion as well as with socioeconomic background and inequity. In order to better respond to this diversity, teachers should develop critical and **intercultural competences, multilingual competences, enhance their communication skills and openness towards diversity**.

Participants articulated several key recommendations on ITE policy goals and competences for diversity:

- Competence frameworks should be used including **operationalised (critical) competences for diversity in terms of attitudes, knowledge and skills**. Frameworks should make explicit what competences mean in terms of strategic pedagogical choices.
- Research should explore ways **to assess current levels of competences for diversity**. This should not only be done based on self-reporting, but by developing **improved evidence-based evaluation and monitoring tools**.
- **Quality assurance (internal and external) and accreditation mechanisms should ensure that competences for diversity are transmitted effectively in ITE**. This should be done by assessing the extent to which diversity is included in student teachers' learning outcomes (particularly in decentralised systems of ITE). External evaluation of ITE programmes assessing competences and learning outcomes acquired by student teachers is needed.

✓ **Group 2: Preparation of teacher educators**

Participants noted the development of initiatives to prepare teacher educators through standards, CPD courses, induction, networks and professional bodies. These policies and initiatives should be acknowledged in the Study, and encouraged, supported and built upon by policies. They highlighted the **importance for teacher educators to continually develop their knowledge, skills and attitudes towards diversity** through content, dialogue, experience and reflection.

There is a growing need for a common understanding and definition of the multi-faceted roles of teacher educators. Moreover, quality assurance systems should take into account the overall qualification and preparedness of teacher educators to deal with diversity-related issues in teacher education. The participants encouraged further cooperation and exchange between quality assurance agencies on the topic of diversity.

Frameworks of competences make a relevant contribution, but they are not a solution in themselves to improve the quality of ITE. What is needed are **guiding principles as well as dialogue and shared understanding between stakeholders** in the area of teacher education: among teacher educators, between teacher educators and policy makers, schools, students, as well as civil society organisations (as suggested

by the ET2020 Working Group on Schools in the 2015 report on 'Shaping career-long perspectives on teaching').

They noted that **diversity should be embraced as an underlying concept in teacher educators' preparation** (for example in understanding relationship building, identity formation). Teacher educators also need to be aware and to be prepared to tackle **issues of racism and discrimination**. They raised the issue that the concept of diversity should not avoid discussing inclusion, and students' sense of belonging.

Participants highlighted the need for more qualitative and quantitative data about the background of student teachers and teacher educators to support accreditation and quality assurance of ITE. In this context the suggestion was made to organise a discussion at EU level about the relevance of accreditation systems for ITE, involving ITE providers and accreditation actors from European countries.

Teacher education should also attract (and empower) teacher educators with a minority/migrant background.

✓ **Group 3: Incorporating diversity-related issues in ITE Curricula**

The workshop participants emphasised that it is important to better articulate and connect theory and practice in ITE. Participants suggested that initiatives supporting action research, reflective practices, project based learning and service learning, were positive examples to accomplish this connection and tackle the 'practice gap'. They also mentioned the importance of basing interventions on a human rights based framework and developing 'tolerance for ambiguity' among students. Materials and curriculum, it was argued, should be more locally relevant and reflect the diversity of the communities that schools and ITE institutions serve. Both theory and practice should build on appreciation for diversity, not seeing it as a deficit.

Participants underlined the **need for ITE curricula to better address issues of tolerance and prejudice, social justice, awareness of linguistic issues and human rights**. They noted that the Study's research results are applicable to other disadvantaged groups, such as socioeconomically disadvantaged students.

Moreover, interventions underlined the importance of the continuum of teacher education, and of links between ITE and CPD. CPD should help creating safe spaces for dialogues on difference. They should also enhance possibilities of teacher-parent communication.

✓ **Group 4: Partnerships and cooperation for diversity in ITE**

Participants underlined the need to work towards a **culture of collaborative governance for ITE, by opening ITE to all relevant education stakeholders**. This can be achieved through:

- **Research projects:** involving local authorities, parents, NGOs and universities (e.g. King Baudoin Foundation project on diversity and poverty – dialogue with ITE institutions; intercultural school label involving parents in Portugal; etc.)
- **National networks of ITE providers,** facilitating research, knowledge exchange and curricula design (e.g., DICE project in IE, or RESMI in PT).
- **Funding:** can lead to ad hoc projects but should not hinder long term cooperation opportunities

- **Involving NGOs in :**
 - Designing ITE curricula;
 - Non-formal learning initiatives for ITE students;
 - Developing experiential learning communities;
 - Partnerships with ITE providers and in-service teachers in schools.
- **Fostering partnerships that involve universities, teacher educators and schools for better and more relevant student teacher placements.** It is important that this process is clear and well-functioning.
- **Encouraging cooperation across borders:** e.g., foster transnational exchanges and student placements using Erasmus+, partnerships between ITE providers in designing curricula and courses.
- **Better cooperation with policy-makers:**
 - Promote and develop long-term dialogue/exchanges + avoid 'reform fatigue';
 - Set up permanent cooperation structures;
 - Involve bottom-up approaches into policy making;
 - Involve teacher associations and unions into governance processes;
 - Cooperation in the design of induction programmes.

Annex 6: Bibliography

- Agirdag, O., Loobuyck, P. & Van Houtte, M., 'Determinants of Attitudes Toward Muslim Students Among Flemish Teachers: A Research Note', *Journal for the Scientific Study of Religion*, Vol. 51, No. 2, 2012, pp. 368-376.
- Agirdag, O., Merry, M. S. & Van Houtte, M., 'Teachers' Understanding of Multicultural Education and the Correlates of Multicultural Content Integration in Flanders', *Education and Urban Society*, Vol. 48, No. 6, 2016, pp. 556-582.
- Ainscow, M., 'Teacher development in responding to student diversity: The way ahead.' In: Bartolo, P.A.; Mol Lous, A.; Hofsäss, T. (Eds.) *Responding to student diversity: Teacher education and classroom processes*, Malta: University of Malta, 2007, pp. 1-22.
- Alanay, H. & Aydin, H., 'Multicultural Education: The Challenges and Attitudes of Undergraduate Students in Turkey', *Eğitim ve Bilim*, Vol. 41, No. 184, 2016, pp: 169-191. DOI: 10.15390/EB.2016.6146.
- Almarza, D. J., 'Connecting Multicultural Education Theories with Practice: A Case Study of an Intervention Course Using the Realistic Approach in Teacher Education', *Bilingual Research Journal*, Vol. 29, No. 3, 2005, pp. 527-539
- Alvarez McHatton, P., Keller, H., Shircliffe, B., Zalaquett, C., 'Examining Efforts to Infuse Diversity Within One College of Education', *Journal of Diversity in Higher Education*, Vol. 2, No. 5, 2009, 127-135.
- Aamodt, P.O, Seland, I., Opheim, V., Carlsten, T.C., Lødding, B., & Røsdal, T., *Evaluering av de nasjonale sentrene i opplæringen: Evaluering av åtte nasjonale sentre i et styrings- og brukerperspektiv*, [Evaluation of the national centres in education: Evaluation of eight national centres in a governance and user perspective]. Rapport No. 49, Nordic Institute for Studies in Innovation, Research and Education (NIFU), 2014.
- Anderson, J., 'Pre- and In-Service Professional Development of Teachers of Community/Heritage Languages in the UK: Insider Perspectives', *Language and Education* 22, 2008, pp. 283-297.
- Arnesen, A.-L., Birzea, C., Dumont, B., Essomba, M. A., Furch, E., Vallianatos, A., Ferrer, F. 'Policies and practices for teaching sociocultural diversity. A survey report.' Strasbourg: Council of Europe Publishing, 2008.
- Arnesen, A.-L., Allan, J. and Simonsen, E. (eds.), 'Policies and Practices for teaching socio-cultural diversity. Concepts, principles and challenges in teacher education'. Strasbourg, Council of Europe Publishing, 2009.
- Arnesen, A.-L., Allan, J. & Simonsen, E. (eds.), 'Policies and practices for teaching sociocultural diversity: a framework of teacher competences for engaging with diversity', Strasbourg: Council of Europe Publishing, 2010.
- Arsal, Z., 'The examination of courses in the teacher education programs in terms of multicultural education.' *Journal for Multicultural Education*, 9, 2015, pp. 263-275.
- Assaf, L. C., Garza, R., and Battle, J., 'Multicultural Teacher Education: Examining the Perceptions, Practices, and Coherence in One Teacher Preparation Program', *Teacher Education Quarterly*, 37/2, 2010, 115-35.

- Auger, N., 'Enseignement des langues d'origine et apprentissage du français: vers une pédagogie de l'inclusion', *Le français aujourd'hui*, Vol. 158, No. 3, 2007, pp. 76-83.
- Banks, J. A., *Routledge International Companion to Multicultural Education*, Routledge, Taylor and Francis, Oxford, 2009.
- Barber, M., & Mourshed, M., 'How the world's best-performing schools come out on top', London. NY: McKinsey & Company, 2007
- Basit, T.N., Roberts, L., McNamara, O., Carrington, B., Maguire, M., Woodrow, D., 'Did They Jump or Were They Pushed? Reasons Why Minority Ethnic Trainees Withdraw from Initial Teacher Training Courses.' *British Educational Research Journal*, Vol. 32, No. 3, 2006, pp. 387-410.
- Bayerischer Philologenverband, *Flüchtlinge kommen, Junglehrer (müssen) gehen* [Refugees are coming, young teachers (must) go], 11 September 2015. <http://www.bpv.de/presse-aktuellen/pressearchiv/presse-2015/fluechtlinge-kommen-junglehrer-muessen-gehen.html>. Accessed 17.05.2016.
- Belkaïd, M., 'La diversité culturelle: pour une formation des enseignants en altérité', In Dasen, P. R., Perregaux, C. (Eds.) *Pourquoi des approches interculturelles en sciences de l'éducation*, Louvain-la-Neuve : De Boeck Supérieur, 2002, pp. 205-222.
- Bennett, M.J., 'Paradigmatic Assumptions and a Developmental Approach to Intercultural Learning." In *Student Learning Abroad: What our Students are Learning, What They're Not, and What we can do About It*, M. Vande Berg, R. M. Paige and K. Hemming Lou (eds.), Sterling, Virginia: Stylus Publishing, 2012, pp. 90-114.
- Benson, C., & Kosonen, K. (Eds.), *Language issues in comparative education: Inclusive teaching and learning in non-dominant languages and cultures*. Rotterdam: Sense Publishers, 2013.
- Bhopal, K., Rhamie, J., 'Initial Teacher Training: Understanding "Race," Diversity and Inclusion.' *Race, Ethnicity and Education*, 17, 2014, pp. 304-325.
- Bianchini, J. A., & Lynnette M. C., 'Learning from Students, Inquiry into Practice, and Participation in Professional Communities: Beginning Teachers' Uneven Progress Toward Equitable Science Teaching', *Journal of Research in Science Teaching*, Vol. 44, No. 4, 2007, pp. 586-612.
- Bills, L., Briggs, M., Browne, A., Gillespie, H., Gordon, J., Husbands, C., Phillips, E., Still, C. and Swatton, P., 'International perspectives on quality in initial teacher education: an exploratory review of selected international documentation on statutory requirements and quality assurance'. In: *research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London, 2008.
- Boling, E. C., 'Preparing preservice teachers to teach diverse students: the interaction between narrative cases, hypermedia video-cases and preservice teacher learning', Ph.D. Dissertation, Michigan State University, 2003.
- Boraita, F., & Crahay, M., 'Les croyances des futurs enseignants : est-il possible de les faire évoluer en cours de formation initiale et, si oui, comment ?' [*Beliefs of future*

- teachers: can they be changed during initial training? If yes, how?]. Revue française de pédagogie, (183), 2014, pp. 99- 158.*
- Borou, C., 'The Muslim Minority of Western Thrace in Greece: An Internal Positive or an Internal Negative "Other"?', *Journal of Muslim Minority Affairs*, Vol 29, No. 1, 2009, pp. 5-26.
- Boubtane, E., & Dumont, J. C., 'Immigration and Economic Growth in the OECD Countries, 1986-2006'. IZA Discussion Paper No. 8681, 2013. Available here: <http://ssrn.com/abstract=2534709>. Accessed 21.06.2016.
- Brandenburger, A., Bainski, C., Hochherz, W., Roth, H.-J., National Adaptation of the European Core Curriculum for Inclusive Academic Language Teaching North Rhine Westphalia, European Core Curriculum for Inclusive Academic Language Teaching (EUCIM-TE), 2010. Available at: <http://www.eucim-te.eu/data/eso27/File/Material/NRW.%20Adaptation.pdf>. Accessed 13.10.2016.
- Braunsteiner, M.-L.; Schnider, A.; & Zahalka, U. (eds.), *Grundlagen und Materialien zur Erstellung von Curricula*. Graz: Leykam, 2014.
- Brown, E. L., 'The relevance of self-concept and instructional design in transforming Caucasian preservice teachers' monocultured world-views to multicultural perceptions and behaviors.' Ph.D. Dissertation, University of Akron, 1998.
- Buchberger, F., Campos, B. P., Kallo, D., Stephenson, J. (Eds), *Green Paper on Teacher Education in Europe: High Quality Teacher Education for High Education and Training*. Thematic Network on Teacher Education in Europe (Fakultetsnämnden för lärarutbildning), Umeå universitet, 2000.
- Bundesregierung, *Nationaler Aktionsplan Integration* (National Action Plan for Integration), Berlin, December 2011.
- Bundesministerium für Bildung und Forschung, *Qualitätsoffensive Lehrerbildung* (Quality strategy for teacher training), 2016. Available at: <https://www.bmbf.de/de/qualitaetsoffensive-lehrerbildung-525.html>. Accessed 15.04.2016.
- Burns, T. & Shadoina-Gersing, V., eds., *Educating Teachers for Diversity. Meeting the Challenge*, Paris: OECD Publishing, 2010.
- Byram, M., 'Assessing intercultural competence in language teaching'. *Sprogforum*, 18(6), 2000, pp. 8-13 In Dervin et al. 'Multicultural Education in Finland - Renewed Intercultural Competences to the Rescue?' *International Journal of Multicultural Education*. University of Helsinki, Finland. 2012.
- Caena, F. 'Initial teacher education in Europe: an overview of policy issues', ET2020 Working Group on Schools Policy, DG Education and Culture, 2014a. http://ec.europa.eu/education/policy/strategic-framework/expert-groups/documents/initial-teacher-education_en.pdf. Accessed 13.10.2016.
- Caena, F., 'Teacher Competence Frameworks in Europe: policy-as-discourse and policy-as-practice', *European Journal of Education*, Vol. 49, No. 3, 2014b, pp. 311-331.
- Cain Fehr, M., 'Culturally Responsive Teaching Awareness through Online Fiction', *Multicultural Education & Technology Journal*, Vol. 4, No. 2, 2010, pp. 113-125.

- Charalambous, C. "The 'Burden' of Emotions in Language Teaching: Negotiating a Troubled Past in 'Other'-Language Learning Classrooms." *Language and Intercultural Communication*, Vol. 13, No. 3: 310-329, 2013.
- Charalambous, C., M. Zembylas and P. Charalambous. "Diversity and Conflict: Negotiating Linguistic, Ethnic and Emotional Boundaries in Greek-Cypriot Literacy Classrooms." *Linguistics and Education* **35**: 50-62, 2016.
- Cardona, C. M., 'Teacher education students' beliefs of inclusion and perceived competence to teach students with disabilities in Spain', *Journal of the International Association of Special Education*, Vol. 10, No. 1, 2009, pp. 33-41.
- Carpenter-Lagattuta, A. 'An ethnographic study of teacher education students' interactions with multiculturalism'. Dissertation submitted to The Graduate School of Education Rutgers, The State University of New Jersey, New Brunswick, New Jersey, 2001.
- Carrington, B. & Skelton, C., 'Re-thinking 'role models': equal opportunities in teacher recruitment in England and Wales.' *Journal of Education Policy*, Vol. 18, No. 3, 2003, pp. 253-265.
- Caruthers, L. & Smith, D., 'Re-Living Dangerous Memories: On-Line Journaling to Interrogate Spaces of Otherness in a Multicultural Course', *Journal of Curriculum Theorizing*, Vol. 22, No. 2, 2006, pp. 123-37.
- Changkakoti, N. & Broyon, M-A., 'Enseignants venus d'ailleurs : tensions entre culture professionnelle et personnelle. Le cas de la Suisse romande' [*Tension between professional culture and personal culture among teachers from another country: the case of Western Switzerland*], *Revue internationale d'éducation de Sèvres*, No. 63, 2013, pp. 99-110.
- Chircu, E.S. & Negreanu, M., 'Intercultural development in the Romanian school system', *Intercultural Education*, Vol. 21, No. 4, 2010, pp. 329-339.
- Clerc, S., & Rispaill, M., 'Former aux langues et aux cultures des autres, une gageure ?' [*Teaching other languages and cultures: a challenge?*], *Ela. Études de linguistique appliquée*, Vol. 151, pp. 277- 292.
- Cochran-Smith, M., Villegas, A. M., Abrams, L., Chavez-Moreno, L., Mills, T., and Stern, R., 'Critiquing Teacher Preparation Research: An Overview of the Field, Part II', *Journal of Teacher Education*, Vol. 66, No. 2, 2015, pp. 109-121.
- Conseil national d'évaluation du système scolaire, *Inégalités sociales et migratoires : Comment l'école amplifie-t-elle les inégalités ?*, Cnesco, Rapport Scientifique, September 2016. Available at: <http://www.cnesco.fr/wp-content/uploads/2016/09/160926-Inegalites-scolaires.pdf>. Accessed 13.10.2016.
- Conway, P. F., Murphy, R., Rath, A. & Hall, K., *Learning to Teach and its Implications for the Continuum of Teacher Education: a nine-country cross-national study. Report commissioned by the Teaching Council* (University College Cork and Teaching Council of Ireland), 2009.
- Cooksey, E. W., 'Training Teachers for the Classrooms of Tomorrow: A Case Study of Teacher Educators' Implementation of the NCATE Multicultural Standard in a Teacher Training Institution', Ph.D. Dissertation, University of Louisville (United States), 2002.

- Coronel, J. M. & Gómez-Hurtado, I., 'Nothing to do with me! Teachers' perceptions on cultural diversity in Spanish secondary schools', *Teachers and Teaching*, 21:4, 2015, pp. 400-420.
- Council of Europe, 'The Language dimension in all subjects. A Handbook for curriculum development and teacher training'. Strasbourg: Council of Europe, 2015.
- Council of Europe, 'Competences for democratic culture. Living together as equals in culturally diverse democratic societies'. Strasbourg: Council of Europe Publishing, 2016.
- Council of the European Union, 'Council conclusions of 20 May 2014 on effective teacher education', Education, Youth, Culture and Sport Council, 2014. Available at:
http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142690.pdf. Accessed 21.06.2016.
- Council of the European Union and European Commission, '2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020). New priorities for European cooperation in education and training', (2015/C 417/04), 15 December 2015.
- Cowan, P., & Maitles, H., 'Teaching Controversial Issues in the Classroom: Key Issues and Debates'. *Continuum*, 2012.
- Creese, A., & Blackledge, A. (2015). Translanguaging and identity in educational settings. *Annual Review of Applied Linguistics*, 35, 20-35. DOI:10.1017/S0267190514000233.
- Crevits, H., *Concept nota aan de Vlaamse regering: Lerarenopleidingen versterken*, Brussel, 2016.
- Dagkas, S., 'Exploring Teaching Practices in Physical Education with Culturally Diverse Classes: A Cross-Cultural Study'. *European Journal of Teacher Education*, 30, 2007, pp. 431-443.
- Dai, C., Sindelar, P., Denslow, D., Dewey, J., & Rosenberg, M., 'Economic analysis and the design of alternative-route teacher education programs', *Journal of Teacher Education*, Vol. 58, No. 5, 2007, pp. 422-439.
- Danmarks Evalueringsinstitut, 'Professional quality of Teacher Education' [*Læreruddannelsens faglige kvalitet*]. Available at:
file:///C:/Users/kp/Downloads/Laereruddannelsens%20faglige%20kvalitet%20(1).pdf. Accessed 18.09.2016.
- De Paola, M., & Brunello, G., 'Education as a Tool for the Economic Integration of Migrants', European Expert Network on Economics of Education (EENEE), Analytical report No. 27, February, 2016
- Deardorff, D. K., 'Intercultural Competence: A Definition, Model, and Implications for Education Abroad'. In 'Developing Intercultural Competence and Transformation: Theory, Research, and Application in International Education', Savicki, V. (ed.). Sterling, VA.: Stylus Publishing, 2009, pp. 32 - 52.
- Denessen, E., Driessena, G., & Slegers, P., 'Segregation by choice? A study of group-specific reasons for school choice'. *Journal of education policy*, 20(3), 2005, pp. 347-368.

- De Neve, D. & Devos, G., 'How do professional learning communities aid and hamper professional learning of beginning teachers related to differentiated instruction?'. *Teachers and Teaching: Theory and Practice*, 2016. Available at: <http://hdl.handle.net/1854/LU-7156308>. Accessed 01.10.2016.
- Denoux, P., 'Les modes d'appréhension de la différence culturelle chez les enseignants européens. [Modes of apprehension of cultural difference among European teachers]. *Carrefours de l'éducation*, Vol. 18, No. 2, 2004, pp. 194- 208.
- Department for Education (DfE), 'Teachers' Standards guidance for school leaders, school staff and governors', 2011.
- Department for Education (DfE), The National Curriculum in England Framework Document, 2014a.
- Department for Education (DfE), *Schools, pupils and their characteristics: January 2014*, Statistical First Release SFR 15/2014, 2014a Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410543/2014_SPC_SFR_Text_v102.pdf. Accessed 13.10.2016.
- Der Tagesspiegel, *3.000 zusätzliche Lehrer werden nicht reichen* [3.000 additional teachers will not be enough], 10.09.2015. Available at: <http://www.tagesspiegel.de/wissen/fluechtlinge-in-der-schule-3000-zusaetzliche-lehrer-werden-nicht-reichen/12305592.html>. Accessed 17.05.2016.
- Dervin, F., Paatela-Nieminen, M., Kuoppala M.-Kaisa & Riitaoja A.-L., 'Multicultural Education in Finland - Renewed Intercultural Competences to the Rescue?' *International Journal of Multicultural Education*. University of Helsinki, Finland, 2012.
- Deutschlandfunk, *Neue Lehrer braucht das Land* [The country needs new teachers], 26.02.2016. Available at: http://www.deutschlandfunk.de/fluechtlinge-inklusion-und-leistungsdruck-neue-lehrer.1301.de.html?dram:article_id=345989. Accessed 17.05.2016.
- Dorman, E. H., 'The Role of Context, Identity, and Pedagogical Tools in Learning to Teach for Social Justice and Equity'. Ph.D. Dissertation, University of Colorado at Boulder, 2007.
- Driessen, G., 'Teacher ethnicity, student ethnicity, and student outcomes. A review of the empirical literature'. Study supported by FORUM, Instituut voor Multiculturele Vraagstukken, Utrecht, The Netherlands, 2014. Available at: <http://www.geertdriessen.nl/wp-content/uploads/2015/12/IE-2014-Geert-Driessen-Teacher-ethnicity.pdf>. Accessed 13.10.2016.
- Duckworth, V., & Maxwell, B., 'Extending the mentor role in initial teacher education: embracing social justice', *International Journal of Mentoring and Coaching in Education*, Vol. 4, No. 1, 2015, pp. 4-20.
- Durant-Jones, L., 'The Impact of a Multicultural Course on Graduate Students' Formation of Cultural Competent Dispositions in Speech-Language Pathology', Ed.D. Dissertation, University of Rochester (United States), 2009.
- EDK (Schweizerische Konferenz der kantonalen Erziehungsdirektoren), Forum Sprachen 2012. Mehrsprachigkeit und Interkulturalität in Curricula der Schweiz. Umsetzung in den aktuellen Lehrplänen, Auswirkungen auf die

- Lehrmittelentwicklung, Einfluss auf die Lehrerbildung und Zusammenspiel mit der Forschung & Entwicklung. Ministerial report, 2013.
- Egby, P. 'Teacher Attitudes and Understanding about Their Preparation to Work with Special Needs and Diverse Learners'. Ph.D., Oregon State University, 2012.
- Elbers, E., 'Learning and social interaction in culturally diverse classrooms'. *International Handbook of Psychology in Education*, 2010, pp. 277–318.
- Eriksen, O. *Rapport fra kompetansenettverket Opplæring av ungdom med kort botid*, [Report from the competence network: Education for newly arrived youths], Østfold University College, 2014.
- Esposito, P. P., "A Mixed Methods Inquiry into the Multicultural Efficacy of Preservice and Beginning Teachers", Ph.D., University of Kansas, 2011. ProQuest Dissertations & Theses A&I; ProQuest Education Journals (871229172). Available at: <http://search.proquest.com/docview/871229172?accountid=13828>. Accessed 13.10.2016.
- Esterle-Hedibel, M., 'La formation des enseignants à la « diversité culturelle » en France : les mots pour le dire?', *Formation et pratiques d'enseignement en questions*, No. 4, 2006, pp. 217-232.
- Essomba, M. À., 'Quand le présent dépasse l'avenir: dix ans de formation des enseignants à la diversité culturelle en Espagne' [When the present exceeds the future: ten years of training teachers to diversity in Spain], *Formation et pratiques d'enseignement en questions*, 4, 2006, pp. 183-203.
- Europarat, 'Competencies for democratic culture: living together as equals in culturally diverse democratic societies'. Strasbourg: Council of Europe, 2016.
- European Agency for Development in Special Needs Education, 'Teacher Education for Inclusion – International Literature Review', Odense, Denmark: European Agency for Development in Special Needs, 2010.
- European Union Agency for Fundamental Rights, 'Second European Union Minorities and Discrimination Survey. Roma – Selected Findings (EU-MIDIS II)'. Luxembourg: Publications Office of the European Union, 2016.
- European Commission, 'Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers', European Commission Staff Working Document, SEC (2010) 538 final, 2010.
- European Commission, 'Literature review. Teachers' core competences: requirements and development'. Prepared by Francesca Caena for the ET2020 Thematic Working Group 'Professional Development of Teachers'. Brussels: DG EAC, 2011a. Available at: http://ec.europa.eu/education/policy/strategic-framework/doc/teacher-competences_en.pdf. Accessed 13.10.2016.
- European Commission, 'Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Tackling early school leaving: A key contribution to the Europe 2020 Agenda', Brussels, 31 January, 2011b, COM(2011) 18 final.
- European Commission, *Supporting the Teaching Professions for Better Learning Outcomes*, Strasbourg, 20.11.2012, SWD(2012) 374 final.
- European Commission, 'Supporting teacher competence development for better learning outcomes', Brussels: DG EAC, 2013a. Available at:

http://ec.europa.eu/education/policy/school/doc/teachercomp_en.pdf. Accessed 13.10.2016.

European Commission, 'Study on educational support for newly arrived migrant children'. Final report prepared by PPMI for DG EAC. Luxembourg: Publications Office of the European Union, 2013b.

European Commission, 'Supporting Teacher Educators for better learning outcomes'. DG Education and Culture, Thematic Working Group 'Teacher Professional Development', 2013c. Available at: http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/support-teacher-educators_en.pdf. Accessed 10.10.2016.

European Commission, 'Public Opinion in the European Union', Standard Eurobarometer 82, Table of Results, Autumn, 2014. Available at: http://ec.europa.eu/public_opinion/archives/eb/eb82/eb82_anx_en.pdf. Accessed 13.10.2016.

European Commission, 'Shaping career-long perspectives on teaching. A guide on policies to improve Initial Teacher Education'. ET2020 Working Group on Schools Policy (2014-15), DG Education and Culture. Luxembourg: Publications Office of the European Union, 2015a.

European Commission, 'Language teaching and learning in multilingual classroom', Prepared by ICF Consulting Services Ltd for DG EAC. Luxembourg: Publications Office of the European Union, 2015b.

European Commission, 'Study on the Diversity within the Teaching Profession with Particular Focus on Migrant and/or Minority Background'. Final Report prepared by Ecorys for DG EAC. Luxembourg: Publications Office of the European Union, 2016a.

European Commission, DG Education and Culture, 'Reception of newly arrived migrants, and assessment of previous schooling', Highlight report from the Peer Learning Activity in Stockholm, 5-7 April 2016b.

European Commission, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 'Action Plan on the integration of third country nationals', COM(2016) 377 final, 7 June, 2016c.

European Commission, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 'Supporting the prevention of radicalisation leading to violent extremism'. COM(2016) 379 final, 14 June, 2016d.

European Commission, *Education and Training Monitor 2016*. Brussels: Directorate-General for Education and Culture. 2016e.

European Commission/EACEA/Eurydice, *Key data on teachers and school leaders in Europe. 2013 Edition*. Eurydice Report. Luxembourg: Publications Office of the European Union, 2013.

European Commission/EACEA/Eurydice, *The Teaching Profession in Europe: Practices, Perceptions, and Policies*. Eurydice Report. Luxembourg: Publications Office of the European Union, 2015.

- European Parliament. 'Teaching Teachers: Primary teacher training in Europe – State of Affairs and Outlook'. Report prepared by Panteia and Ockham IPS for the European Parliament's Committee on Education and Culture. Brussels: European Parliament, 2014.
- European Parliamentary Research Service, 'Integration of migrants: The education dimension'. Briefing, June 2016. Available at: [http://www.europarl.europa.eu/RegData/etudes/BRIE/2016/583847/EPRS_BRI\(2016\)583847_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/BRIE/2016/583847/EPRS_BRI(2016)583847_EN.pdf). Accessed 13.10.2016.
- Eurostat, 'Proportion of early school leavers in the EU notably higher for non-EU citizens than for nationals', Eurostat News Release 145/2015, 21 August, 2015. Available at: <http://ec.europa.eu/eurostat/documents/2995521/6943082/3-21082015-AP-EN.pdf/d0985d4e-8c33-41bf-b078-21ba6e42d6e7>. Accessed 10.10.2016.
- Eurostat, 'Asylum in the EU Member States', News release 44/2016, 4 March 2016. Available at: <http://ec.europa.eu/eurostat/documents/2995521/7203832/3-04032016-AP-EN.pdf/790eba01-381c-4163-bcd2-a54959b99ed6>. Accessed 10.10.2016.
- Eurydice, *Focus on Higher Education in Europe 2010: The Impact of the Bologna Process*, Brussels: Education, Audiovisual and Culture Executive Agency, 2010.
- Faez, F., 'Preparing Diverse Teachers for Diverse Students: Perceptions of Linguistic Identity, Experiences and Teaching Responsibilities in a Canadian Teacher Education Program', Ph.D., University of Toronto (Canada), 2007.
- Federation Wallonia-Brussels (*Federation Wallonie-Bruxelles*), *Federate to Succeed: 2014-2020 ('Federer pour reussir: 2014-2019')*, 2014. Available at: <http://archive.pfwb.be/1000000010f3030>. Accessed 10.10.2016.
- Flemish Advisory Board on Education, *Advice on programming requests OKAN, Vlaamse adviesraad onderwijs, vlor 18/02/2016*, Brussels: Vlaamse onderwijsraad, 2016.
- Flemish Council of Universities and University colleges, *Quality assurance visit specific ITE programs [De onderwijsvisitatie specifieke lerarenopleiding –books 1 to 4]*. Brussels: Raad Vlaamse universiteiten en hogescholen, 2012.
- Flemish council of Universities and University colleges, *Quality assurance visit integrated ITE programs for secondary education [De onderwijsvisitatie Bachelor in het onderwijs: Secundair onderwijs –books 1 to 4]*. Brussels: Raad Vlaamse universiteiten en hogescholen, 2015a.
- Flemish council of Universities and University colleges, *Quality assurance visit specific ITE programs short procedure [De onderwijsvisitatie specifieke lerarenopleiding, verkorte procedure –books 1 to 4]*. Brussels: Raad Vlaamse universiteiten en hogescholen, 2015b.
- Følgjegruppa. *Drivkraft i utviklinga av lærarprofesjonen? Framsteg og utfordringar for grunnskulelærarutdanningane*. Report No. 3 to the Ministry of Education and Research, University of Stavanger, 2013.
- Gambhir, M. R., 'Images of the Diversity Educator: Indian and Canadian Perspectives on Diversity Education in Initial Teacher Education', Ph.D. Dissertation, University of Toronto (Canada), 2015.

- Garcia, O. & Wei, L., *Translanguaging: language, bilingualism and education*. Palgrave, Mac Millan, 2014.
- Garewal, G., 'Experiences of Racism in Initial Teacher Education'. *MCT--Multicultural Teaching*, No. 17, 1999, pp. 17–23.
- Gay, G., 'Classroom Practices for Teaching Diversity. An Example from Washington State (United States)'. In Burns, T., & OECD (Eds.). *Educating teachers for diversity: meeting the challenge*, Paris: OECD, 2010, pp. 257–280.
- Gazeley, L., Dunne, M., 'Initial Teacher Education programmes: providing a space to address the disproportionate exclusion of Black pupils from schools in England?' *Journal of Education for Teaching*, 39, 2013, pp. 492–508.
- Gibbons, P., *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Heinemann Portsmouth, NH, 2002.
- Glock, S., & Krolak-Schwerdt, S., 'Does nationality matter? The impact of stereotypical expectations on student teachers' judgments'. *Social Psychology of Education*, 16(1), 2013, pp. 111–127.
- Glock, S., Krolak-Schwerdt, S., Klapproth, F., & Böhmer, M., 'Beyond judgment bias: How students' ethnicity and academic profile consistency influence teachers' tracking judgments'. *Social Psychology of Education*, 16(4), 2013, pp. 555–573.
- Goebel, V., 'Preparing Teachers for Diversity: A Study of Two University Teacher Education Programs in Indiana'. Ph.D., University of Louisville (U.S.), 2005.
- Goldirova, R., 'Slovak high school voters would send extremists to the EP', EU Observer, 21 May 2014. Available at: <https://euobserver.com/eu-elections/124208>. Accessed 13.10.2016.
- Government of Denmark, Order No. 231 from 08/03/2013 on the Bachelor's Degree Programme in Education. [Teacher in primary and lower secondary schools] / Bekendtgørelse nr. 231 af 08/03/2013 om uddannelsen til professionsbachelor som lærer i folkeskolen. Available at: <https://www.retsinformation.dk/Forms/R0710.aspx?id=145748#Bil1>. Accessed 13.10.2016.
- Government of the Republic of Lithuania, 'Migration Policy Guidelines', 2014. Available at: <https://ec.europa.eu/migrant-integration/index.cfm?action=furl.go&go=/librarydoc/migration-policy-guidelines>.
- Grossman, P., Hammerness, K., & McDonald, M., 'Redefining teaching, re-imagining teacher education', *Teachers and Teaching: Theory and Practice*, Vol. 15, No. 2, 2009, pp. 273–290.
- Guillén Díaz, C., 'Pour la mise en place de l'interculturel en classe de LE', [*For the implementation of interculturality in foreign languages classes*] *Ela. Études de linguistique appliquée*, (146), 2007, pp. 189–204.
- Guri-Rosenblit, S. & Sebkova, H., 'Diversification of Higher Education Systems: Patterns, Trends and Impacts', in UNESCO, *Diversification of Higher Education and the Changing Role of Knowledge and Research*, UNESCO Forum Occasional Paper Series, Paper N0. 6. Paris: UNESCO, 2004.
- Haddix, M. & Price-Dennis, D. Urban Fiction and Multicultural Literature as Transformative Tools for Preparing English Teachers for Diverse Classrooms, *English Education*, V 45, N 3, April 2013

- Hagemann, D. K., 'Preparation and Support for Working with Student Diversity: Adding the Voice of Rural Educators', Ph.D. Dissertation, Capella University (United States), 2009.
- Hainmueller, J., & Hiscox, M. J. 'Attitudes toward highly skilled and low-skilled immigration: Evidence from a survey experiment'. *American Political Science Review*, 104(01), 2010, pp. 61-84.
- Halász, G. & Michel, A., 'Key Competences in Europe: interpretation, policy formulation and implementation', *European Journal of Education*, Vol. 46, No. 3, 2011, pp. 289-306.
- Halinen, I. 'Curriculum Reform in Finland. Finnish National Board of Education'. Powerpoint presentation. Published 2013 in SlideShare. Available at: <http://www.slideshare.net/Steinerkasvatus/halinen-curriculum-reform-in-finland-2012-2014-ih-16-9-2013-pptx>.
- Hammer, M. R., Bennett, M. J., & Wiseman, R., 'Measuring intercultural sensitivity: The intercultural development inventory'. *International Journal of Intercultural Relations*, Vol. 27, No. 4, 2003, pp. 421-443.
- Harris, R., Clarke, G., 'Embracing Diversity in the History Curriculum: A Study of the Challenges Facing Trainee Teachers'. *Cambridge Journal of Education*, 41, 2011, pp. 159-175.
- Hollins, E. R. & Guzman, M. T., 'Research on Preparing Teachers for Diverse Populations', in Cochran-Smith, M. and Zeichner, K. M., *Studying teacher education: The report of the AERA Panel on Research and Teacher Education*, Mahwah, New Jersey: Erlbaum, 2005, pp. 477-548.
- Hoodless, P., "'Are you just helping?' The perceptions and experiences of minority ethnic trainees on a one-year primary Initial Teacher Training course'. *Research in Education*, No. 72, 2004, pp. 32-46.
- Hornberger, N. H. & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens, *International Journal of Bilingual Education and Bilingualism*, 15, pp. 261-278. DOI:10.1080/13670050.2012.658016.
- Ibrahim, A. S. A., 'Preparing Pre-Service Elementary Teachers for Cultural Diversity and Computer Technology', Ph.D. Dissertation, University of Pittsburgh (United States), 2004.
- International Monetary Fund, *World Economic Outlook: Subdued Demand: Symptoms and Remedies*. Washington, October 2016.
- James, M., *Interculturalism, Theory and Policy*, 2008. Available at: <http://baringfoundation.org.uk/wp-content/uploads/2014/09/interculturalism.pdf>. Accessed 07.12.2016.
- Jessner, U. 'Teaching third languages: Findings, trends and challenges'. *Language Teaching*, Vol. 41, No. 1), 2008, pp. 15-56.
- Jones, S. M., Bouffard, S. M., & Weissbourd, R., 'Educators' Social and Emotional Skills Vital to Learning'. *Phi Delta Kappan*, Vol. 94, No. 8, 2013, pp. 62-65.
- Journal Officiel du Grand-Duché de Luxembourg, 'Règlement grand-ducal du 3 août 2010 concernant la formation théorique et pratique ainsi que la période probatoire des enseignants de l'enseignement postprimaire', A - No. 138, 13 August 2010. Available at :

<http://www.legilux.public.lu/leg/a/archives/2010/0138/a138.pdf#page=2>.

Accessed 10.10.2016.

- Kalonde, G., 'Teacher educators' technology decisions and the extent to which they model technologies for inclusive classrooms in teaching method courses', PhD dissertation, 2014.
- Keengwe, J. 'Fostering cross cultural competence in preservice teachers through multicultural education experiences'. *Early Childhood Education Journal*, Vol. 38, No. 3, 2010, pp. 197-204.
- Kitano, M. K., and Others, 'Teaching in a Multicultural Classroom: Teacher Educators' Perspectives', *Equity & Excellence in Education*, Vol. 29, No. 3, December 1, 1996, pp. 70-77.
- Korthagen, F. A. J. & Kessels, J. P. A. M., 'Linking theory and practice: changing the pedagogy of teacher education', *Education Researcher*, Vol. 8, No. 4, 1999, pp. 4-17.
- Korthagen, F. A. J. & Vasalos, A., 'Levels in reflection: core reflection as a means to enhance professional growth', *Teachers and Teaching: theory and practice*, Vol. 11, No. 1, February 2005, pp. 47-71.
- Korthagen, F., 'How teacher education can make a difference', *Journal of Education for Teaching*, Vol. 36, No. 4, November 2010, pp. 407-423.
- Kosonen, K.; Benson, C. 'Inclusive Teaching and Learning through the Use of Non-Dominant Languages and Cultures'. In: Benson, C.; Kosonen, K. (eds.), *Language Issues in Comparative Education*, Sense Publishers, 2013.
- Krek, J. et al., 'Bela knjiga o vzgoja in izobraževanju v Republiki Sloveniji' [White Paper on Education in the Republic of Slovenia]. Ljubljana: Ministrstvo za šolstvo in šport, 2011.
- Kultusministerkonferenz & Hochschulrektorenkonferenz, *Lehrerbildung für eine Schule der Vielfalt* [Teacher training for a school of diversity], Beschluss der Kultusministerkonferenz vom 12.03.2015/ Beschluss der Hochschulrektorenkonferenz vom 18.03.2015. Available at: http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2015/2015_03_12-Schule-der-Vielfalt.pdf. Accessed 15.05.2016.
- Lander, V., 'Race, culture and all that: an exploration of the perspectives of White secondary student teachers about race equality issues in their initial teacher education'. *Race, Ethnicity & Education*, 14, 2011, pp. 351-364.
- Landesregierung Nordrhein-Westfalen, *Entwicklungsstand und Qualität in der Lehrerbildung, Bericht an den Landtag 2013* [Development and quality in teacher training, Report to the state parliament 2013], 2013. Available at: <https://www.schulministerium.nrw.de/docs/LehrkraftNRW/Lehramtsstudium/Reform-der-Lehrerbildung/LABGBericht.pdf>. Accessed 13.10.2016.
- Lanzieri, G. 'Fewer, Older and Multicultural? Projections of the EU Populations by Foreign/national Background'. Publications Office of the European Union, 2011.
- Larzen-Östermark, E., 'Language Teacher Education in Finland and the Cultural Dimension of Foreign Language Teaching – A Student Teacher Perspective', *European Journal of Teacher Education*, Vol. 32, 2009, pp. 401-421.

- Leeman, Y., 'Education and Diversity in the Netherlands'. *European Educational Research Journal*, 7, 2008, pp. 50–59.
- Legendre, F., 'Représentations du métier et de l'école des accédants enseignants issus des immigrations à l'IUFM de Créteil', *Revue Française de Pédagogie*, Vol. 149, 2004, pp. 65-81.
- Lehmberg, L. J. 'Perceptions of Effective Teaching and Pre-Service Preparation for Urban Elementary General Music Classrooms: A Study of Teachers of Different Cultural Backgrounds in Various Cultural Settings'. Ph.D., University of South Florida, 2008.
- Lenski, S. D., Crumpler, T. P., Stallworth, C., and Crawford, K. M., 'Beyond Awareness: Preparing Culturally Responsive Preservice Teachers', *Teacher Education Quarterly*, 2005.
- Leutwyler, B., Aegerter, M. & Meierhans, C., "'Nightingale" in Teacher Education: Program Evaluation'. Research article. Zug: Institute for International Cooperation in Education at the University of Teacher Education Zug, 2014a.
- Leutwyler, B., Aegerter, M. & Meierhans, C., "'Nightingale" in Teacher Education: A focus on the mentors. Learning processes and impact analysis', *La Famiglia*, Vol. 48, No. 258, 2014b, pp. 281-305.
- Leutwyler, B. & Meierhans, C., 'Effects of international student exchange on pre-service teachers: a quasi-experimental study', *Intercultural Education*, Vol. 27, No. 2, 2016, pp 117-136.
- Lewis, G., Jones, B. and Baker, C., 'Translanguaging: origins and development from school to street and beyond', *Educational Research and Evaluation*, Vol. 18, No. 7, 2012, pp. 641-654.
- Lindblad, S. & Goodson, I. F., 'Researching the Teacher Profession under Restructuring', in Goodson, I. F. & Lindblad, S., *Professional Knowledge and Educational Restructuring in Europe*, Amsterdam: Sense Publishers, 2011.
- Lindsey, R., Roberts, L., & Campbell-Jones, F., 'The culturally proficient school: An implementation guide for school leaders', Thousand Oaks, CA: Corwin Press, 2005.
- Lindström, M. N. & Beach, D., 'Changes in teacher education in Sweden in the neo-liberal education age: Toward an occupation in itself or a profession for itself?', *Education Inquiry*, Vol. 16, No. 3, September 2015, pp. 241-258.
- Lithuanian National Agency for School Evaluation (*Nacionalinė Mokyklų vertinimų agentūra*), *External Assessment of 'I Choose to Teach'*, (*Išorinis vertinimas 'Renkuosi mokyti'*), 2012.
- Liu, L. B., 'A Case Study of Multicultural Infusion across a Teacher Preparation Program in Secondary Education.' Ed.D., The George Washington University, 2010.
- Luciak, M., 'Minority status and schooling—John U. Ogbu's theory and the schooling of ethnic minorities in Europe'. *Intercultural Education*, 15(4), 2004, pp. 359–368.
- Luciak, M., 'On diversity in educational contexts', in Burns, T. and Shadoina-Gersing, V. (eds.). *Educating Teachers for Diversity. Meeting the Challenge*, Paris: OECD Publishing, 2010, pp. 41-62.

- Lunenberg, M., Dengerink, J. & Korthagen, F., *The Professional Teacher Educator. Roles, Behaviour, and Professional Development of Teacher Educators*, Rotterdam: Sense Publishers, 2014.
- Macura-Milovanović, S., Pecek, M., 'Attitudes of Serbian and Slovenian Student Teachers towards Causes of Learning Underachievement amongst Roma Pupils', *International Journal of Inclusive Education*, 17, 2013, pp. 629–645.
- Macura-Milovanović, S., & Starčević, J., 'Etička osetljivost studenata pedagoškog fakulteta' [Ethical sensitivity of students of pedagogical faculty], *Pedagogija*, Vol. 65, No. 2, 2010.
- Makriyianni, C., & Psaltis, C., 'The Teaching of History and Reconciliation', *The Cyprus Review*, Vol. 19, No. 1, 2007, pp. 43-69.
- Matache, M. & Fuller, A., 'Fighting School Segregation in Europe', Euractiv.com, May 22, 2015. Available at: <http://www.euractiv.com/sections/justice-home-affairs/fighting-school-segregation-europe-314798>. Accessed 13.10.2016.
- Matthey, M. & Simon, D-L. 'Préface. Altérité et formation des enseignants : nouvelles perspectives', *Revue de linguistique et de didactique des langues*, No. 39, 2009.
- McDonald, M. A., 'The Integration of Social Justice: Reshaping Teacher Education', PhD Dissertation, Stanford University (United States), 2003.
- McGlynn, C. & Hagan, M., 'Moving barriers: promoting learning for diversity in initial teacher education', *Intercultural Education*, Vol. 15, No. 3, September, 2004, pp. 243-252.
- McKenzie, P., Santiago, P., Sliwka, P., & Hiroyuki, H., *Teachers matter: Attracting, developing and retaining effective teachers*. Paris: OECD Publishing, 2005.
- McShay, J., & Randolph Leigh, P., 'Implementation and Conceptual Analysis of a Double Infusion Model', *Multicultural Education & Technology Journal*, Vol. 3, No. 2, 2009, pp. 112–29.
- Meinhof, U. 'Cultural Diversity in Europe: a story of mutual benefit'. *EUI Working papers*, (2013/71), 2013, pp. 1-15.
- Meunier, O., 'Un rapport difficile à la diversité dans l'école de la République' [Difficulties dealing with diversity in the School of the Republic], *Revue internationale d'éducation de Sèvres*, 63, 2013, pp. 89-98.
- Milner H. R. IV & Tenore, F. B., 'Curriculum planning and development: implications for a new generation of teacher educators', in T. Burns and V. Shadoina-Gersing (eds.). *Educating Teachers for Diversity. Meeting the Challenge*, Paris: OECD Publishing, 2010, pp. 163-182.
- Ministère de l'éducation nationale, de l'enseignement supérieur, et de la recherche, 'Scolarisation des élèves. Organisations des Casnav'. Circulaire No. 2012-143, 2 October 2012. Available at: http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=61527. Accessed 13.10.2016.
- Ministerium für Wissenschaft, Forschung und Kunst Baden-Württemberg, Mehr Sprachlehrer für Flüchtlinge [More language teachers for refugees], 29.01.2016. Available at: <https://mwk.baden-wuerttemberg.de/de/service/presse/pressemitteilung/pid/mehr-sprachlehrer-fuer-fluechtlinge/>. Accessed 17.05.2016.

- Ministry of Education and Sport of Albania, 'Standardet e përgjithshme të mësuesit' [General Standards of Teachers], Ordinance of the Minister of Education and Sport of the Republic of Albania, No 5, 2013.
- Ministry of Education, Youth and Sports of the Czech Republic, *The Strategy of Education till 2020 (Strategie vzdělávání 2020)*. Available at <http://www.msmt.cz/ministerstvo/strategie-vzdelavaci-politiky-2020>. Accessed 13.10.2016.
- Ministry of Education, Universities, and Research of Italy, Notification No. 31167, 5 November 2015.
- Ministry of Education and Science of the Republic of Lithuania, 'On the Approval of the Description of the Procedure and the Content of Motivation Assessment', Ordinance of the Minister of Education and Science of the Republic of Lithuania, No V-917, 2011.
- Ministry of Education, Science, Research and Sport of the Slovak Republic, The National Plan for Education for Human Rights for years 2005- 2014, 2005.
- Ministry of Education, Science, Research and Sport of the Slovak Republic, *Draft Concept of Education in Maternity Schools, Primary Schools and Secondary schools*, 2011.
- Ministry of Education, Science and Culture of Spain, Government of Spain, Organic Law for the Improvement of Educational Quality, *Ley organica para la mejora de la calidad educativa*, LOMCE), 2/2006.
- Ministry of Education, Science and Culture of Spain, Government of Spain, Organic Law of Education (*Ley Orgánica de Educación*, LOE), 2007.
- Ministry of Education, Science and Culture of Spain, Government of Spain, Organic Law for the Improvement of Educational Quality (*Ley organica para la mejora de la calidad educativa*, LOMCE), 2013.
- Masakazu, M., 'Transforming Multicultural Teacher Education through Participatory Theatre An Arts-Based Approach to Ethnographic Action Research'. Ph.D., Arizona State University, 2012.
- Monitor Lehrerbildung, *Strategisches Recruitment von zukünftigen Lehrerinnen und Lehrern – sinnvoll und machbar?!* [Strategic recruitment of future teachers – is it meaningful and feasible?!], September 2014. Available at: http://www.monitor-lehrerbildung.de/export/sites/default/.content/Downloads/Monitor_Lehrerbildung_Strategisches_Recruitment_04_2014.pdf. Accessed 13.10.2016.
- Monitor Lehrerbildung, *Inklusionsorientierte Lehrerbildung – Vom Schlagwort zur Realität?* [Inclusion oriented teacher training – from a term to reality?], April 2015.
- Monitor Lehrerbildung, *Studieninhalte* [Content of studies], 2016. Available at: http://www.monitor-lehrerbildung.de/web/thema/studieninhalte#hsfrage69_4. Accessed 13.10.2016.
- Moro, M. R., *Enfants de l'immigration, une chance pour l'école. Entretiens avec Joanna et Denis Peiron*. [Children of immigration, a chance for school. Interviews with Joana and Denis Peiron] Montrouge: Bayard, 2012.
- Moss, F. 'The impact of a cultural immersion experience in building cultural competence of preservice teachers in urban schools'. Ph.D. Dissertation, University of Florida, 2010.

- Muhammad, A., 'The Challenge of Educating Syrian Refugees in Turkey', *Muftah*, 2015, August 10. Available at: <http://muftah.org/educating-syrian-refugees-turkey/#.V1tNdZErI2x>. Accessed 01.10.2016.
- Musset, P., 'Initial Teacher Education and Continuing Training Policies in a Comparative Perspective: Current Practices in OECD Countries and a Literature Review on Potential Effects, OECD Education Working Papers, No. 48, Paris: OECD Publishing, 2010.
- NAFO, *The Road Ahead. Final Report: Equal Education in Practice!* The National Centre for Multicultural Education, 2010.
- NAFO, *Årsrapport 2015 for Nasjonalt senter for flerkulturell opplæring* [Annual report 2015 for the National Centre for Multicultural Education], NAFO, 2016.
- NDET, Inkludering og opplæring av flyktninger – fylkesvise samlinger, 2016. Available at: <http://www.udir.no/laring-og-trivsel/minoritetsspraklige/flyktninger/fylkesvise-samlinger---inkludering-og-opplaring-av-flyktninger/>. Accessed 01.10.2016.
- Nieto, S., & Bode, P., 'Affirming diversity: The socio-political context of multicultural education' (5th ed.). New York, NY: Pierson. In Keengwe, J. 'Fostering cross cultural competence in preservice teachers through multicultural education experiences'. *Early Childhood Education Journal*, 38(3), 2010, pp. 197-204.
- Ntelioglou, B., Y., Fannin, J., Montanera, M. and Cummins, J., 'A multilingual and multimodal approach to literacy teaching and learning in urban education: a collaborative inquiry project in an urban inner city elementary school', *Frontiers in Psychology*, 5:533, 2014.
- OECD, *Innovating to Learn, Learning to Innovate*. Paris: OECD Publishing, 2008
- OECD, 'Teachers Matter: Attracting, Developing and Retaining Effective Teachers. Pointers for Policy Development', 2011. Available at: <http://www.oecd.org/edu/school/48627229.pdf>. Accessed 13.10.2016.
- OECD, 'Results in Focus: What 15-year-olds know and what they can do with what they know', Paris: OECD publishing, 2012a.
- OECD, 'Skills Outlook 2013: First results from the survey of adult skills', Paris: OECD publishing, 2013a.
- OECD, *PISA 2012 Results. Volume IV: What Makes Schools Successful? Resources, Policies and Practices*, Paris: OECD Publishing, 2013b.
- OECD, *TALIS 2013 Results: An International Perspective on Teaching and Learning*, Paris: OECD Publishing, 2014.
- OECD, 'Helping Immigrant Students to Succeed at School - And Beyond', Paris: OECD Publishing, 2015a.
- OECD, *Immigrant Students at School: Easing the Journey towards Integration*, Paris: OECD Publishing, 2015b.
- OECD, *International Migration Outlook 2016*, Paris: OECD Publishing, 2016a.
- OECD, *PISA 2015 Results (Volume 1): Excellence and Equity in Education*. PISA, Paris: OECD Publishing, 2016b.
- Oling Ottoo, M., 'Preservice Teacher Candidates of Color: An Endangered Species?', Ed.D., University of Southern California (United States), 2005.

- Ondrášová, K., *Analysis of the current state of education and training for human rights in the regional school system after implementation of the plan of human rights education in the education sector for the period 2005-2014* [Analýza súčasného stavu výchovy a vzdelávaníak ľudským právam v regionálnom školstve po realizácii Plánu výchovy k ľudským právam v rezorte školstva na roky 2005-2014], Ministry of Education, Science, Research and Sport of the Slovak Republic, 2015.
- Patel, N. 'Using multimedia cases to explore pre-service teachers' understanding of community building and teaching for equity and inclusion'. Ph.D. Dissertation, Columbia University, 2013.
- Pearce, S., 'Confronting dominant whiteness in the primary classroom: progressive student teachers' dilemmas and constraints', *Oxford Review of Education*, Vol. 38, 2012, pp. 455–472.
- Pinho, A.S., 'Intercomprehension: a portal to teachers' intercultural sensitivity'. *Language Learning Journal*, 43, 2015, pp. 148–164.
- Panel, C., 'The Rise and Fall of Comparative Education in Teacher Training: Should It Rise Again as Comparative Pedagogy?' *Compare: A Journal of Comparative Education*, 38, 2008, pp. 385–399.
- Pukienė, V., 'Būsimų mokytojų atranka: motyvacinis testas ir jo rezultatai' [Selection of future teachers: motivational test and its results], *Istorija: mokslo darbai*, No 81, 2011.
- Quezada, R. & Louque, A. 'Developing Diverse Faculty in Culturally Proficient Education Programs'. *Multicultural Education*, Vol. 9, No. 3, 2002.
- Rabo, A., 'Reorganising Teacher Education in Sweden: Paradoxes of 'diversity''. In Carlson, M., Rabo, A., and Gök, F. (eds.), *Education in 'Multicultural' Societies – Turkish and Swedish Perspectives*, Swedish Research Institute in Istanbul, Transactions, Vol. 18, 2007, pp. 35-50.
- Radstake, H., *Teaching in Diversity. Teachers and pupils about tense situations in ethnically heterogeneous classes*, Antwerpen/Apeldoorn: Garant Publishers, 2009.
- Ratcliff, N., & Hunt, G., 'Building teacher-family partnerships: The role of teacher preparation programs'. *Education*, 129(3), 2009, pp. 495.
- Rezzoug, D., De Plaën, S., Bensekhar-Bennabi, & Moro, M.-R., 'Bilinguisme chez les enfants de migrants, mythes et réalités', *Le français aujourd'hui*, Vol. 158, No. 3, 2007, pp. 58-65.
- Rogers, A. G., 'Understanding Preservice Educators' Multicultural Identity Development', Ph.D. Dissertation, Rivier College (United States), 2012.
- Rosenthal, R., & Jacobson, L. 'Pygmalion in the classroom'. *The Urban Review*, 3(1), 1968, pp. 16–20.
- Rotter, C. & Jeschak, K., 'Projekte zum Umgang mit migrationsbedingter Heterogenität als Bestandteil der Lehreraus- und -weiterbildung im Regionalverband Ruhr: Überblick und Analyse', *Tertium Comparationis. Journal für International und Interkulturell Vergleichende Erziehungswissenschaft*, Vol. 17, No. 2, 2011, pp. 10-20.
- Röttger, E., '"That's Greek to me!?" Selbsterfahrung durch Fremdsprachen Anfängerunterricht Griechisch in der Zusatzqualifizierung Deutsch als

- Zweitsprache' [That's Greek to me!? Experiences During Foreign Language Course of Greek Language in Additional German-as-a-second-language Qualification], *Zielsprache Deutsch*, 1, 2011.
- Rychly, L., & Graves, E. 'Teacher characteristics for culturally responsive pedagogy'. *Multicultural Perspectives*, 14(1), 2012, pp. 44-49. In Gunn, A. A., & King, J. R., 'Using empathic identification as a literacy tool for building culturally responsive pedagogy with preservice teachers'. *Teacher Development*, Vol. 19, No. 2, 2015, pp. 168-186.
- Sakellariou, A. 'Golden dawn and its appeal to Greek youth', Report for the Friedrich Ebert Stiftung, 2015.
- Santerini, M., 'La formation des enseignants à l'interculturel : modèles et pratiques', *Carrefours de l'éducation*, Vol. 14, No. 2, 2002, pp. 96-105.
- Santerini, M. 'School Mix e Distribuzione degli Alumni Immigranti nelle Scuole Italiane', *Mondi Migranti*, Vol 3, 2008, pp. 235-249.
- Sassi, K., Lajimodiere, D., Bertolini, K. & Ketterling, G., 'Reading the White Space in a Multicultural Field Experience', *Multicultural Education*, Vol. 19, No. 4, June 1, 2012, pp. 41-46.
- Scheerens, J., ed., 'Teachers' professional development: Europe in international comparison'. Luxembourg: Office for Official Publications of the European Union, 2010.
- Schofield, J. W., 'Migration background, minority-group membership and academic achievement: Research evidence from social, educational and developmental psychology'. AKI Research Review 5. Programme on Intercultural Conflicts and Societal Integration (AKI). Berlin: Social Science Research Center, 2006.
- Schleicher, A. (Ed.), *Preparing teachers and developing school leaders for the 21st Century*. Paris: OECD Publishing, 2012.
- Schulle, J., Dembélé, M., & Schubert, J., 'Global Perspectives on Teacher Learning: Improving Policy and Practice. *International Institute for Educational Planning (IIEP) UNESCO*, 2007.
- Scoffham, S., & Barnes, J., 'Transformational Experiences and Deep Learning: The Impact of an Intercultural Study Visit to India on UK Initial Teacher Education Students'. *Journal of Education for Teaching: International Research and Pedagogy*, 35, 2009, pp. 257-270.
- Scottish Government, 'Professional Standards for Lecturers in Scotland's Colleges. Initial Teacher Training/ Education standards for Lecturers in Scotland's colleges', Report prepared by Dr Andrew J. Morrison. Edinburgh: The Scottish Government, 2012. Available at: <http://www.gov.scot/Resource/0039/00390659.pdf>. Accessed 10.10.2016.
- Scott, E., 'A Critical Analysis of Multicultural Service Learning', Ph.D. Dissertation, Michigan State University (United States), 2012, pp. 71-75.
- Severiens, S. et al., 'Waarom stoppen zoveel allochtone studenten met de pabo?', (Why do so many minority students drop-out of teacher education) Rotterdam: Risbo, Erasmus Universiteit, 2007 [data collated on the initial teacher education cohorts from 2003, 2004, and 2005].

- Severiens, S., Wolff, R. and van Herpen, S., 'Teaching for diversity: a literature overview and an analysis of the curriculum of a teacher training college', *European Journal of Teacher Education*, Vol. 37, No. 3, 2014, pp. 295-311.
- Sharma, M., 'Exploring Culturally Responsive and Relevant Pedagogy in Initial Teacher Education: A Critical Practitioner Research Study'. Ph.D., University of Toronto (Canada), 2013.
- Shelley, T. & Vanderhaar, J., 'Negotiating Resistance to Multiculturalism in a Teacher Education Curriculum: A Case Study', *Teacher Educator*, Vol. 43, No. 3, July 1, 2008, pp. 173-197.
- Shor, R., & Bernhard, J. K., 'A comparative study of conflicts experienced between immigrant parents in Canada and in Israel, and professionals in educational institutions about appropriate responses to children's misbehavior'. *Intercultural Education*, 14(4), 2003, pp. 385-396.
- SIRIUS Policy Network. 'No 'back to school for 'lost generation' of refugee children in Mideast: Europe must respond; SIRIUS Statement on Urgent Response for the Education of Refugees, 2015. <http://www.sirius-migrationeducation.org/no-back-to-school-for-lost-generation-of-refugee-children-in-mideast-europe-must-respond/>. Accessed 10.10.2016.
- Smethem, L., & Adey, K., 'Some effects of statutory induction on the professional development of newly qualified teachers: a comparative study of pre- and post-induction experiences'. *Journal of Education for Teaching: International Research and Pedagogy*, 31(3), 2005, pp. 187-200.
- Smyth, E., Conway, P., Leavy, A., Darmody, M., Banks, J. & Watson, D., 'Review of the Droichead Teacher Induction Pilot Programme, Dublin: Economic and Social Research Institute, 2016. Available at: <https://www.esri.ie/pubs/BKMNEXT303.pdf>. Accessed 01.10.2016.
- Sprietsma, M. 'Discrimination in grading: experimental evidence from primary school teachers'. *Empirical Economics*, 45(1), 2013, pp. 523-538.
- Show Racism the Red Card, 'To what extent do young people share potentially damaging attitudes with far right groups and where do these ideas come from? What are the opportunities and risks that this presents?' Show Racism the Red Card, 2015. Available at: <http://www.theredcard.org/uploaded/The%20Attitudes%20of%20Young%20People%20-%20SRtRC%20study.pdf>. Accessed 10.10.2016.
- State Statistical Office of the Republic of Macedonia, 'Statistical Review: Population and Social Statistics', 2015.
- Stevens, L. A., 'Translanguaging and Advanced Literacy for Emergent Bilingual Adolescents', *Theory, Research and Action in Urban Education*, Vol. IV, Issue 1, 2015.
- Tallinn University, Kursuseprogrammid, 2016. Available at: <http://www.tlu.ee/et/hik/pp/pedagoogilise-praktika-programmid-ja-juhendid/Kursuseprogrammid>. Accessed 10.10.2016.
- Tarman, B., 'Global perspectives and challenges [in] teacher education in Turkey', *International Journal of Arts and Sciences*, 2010, 3(17), pp. 78-96.

- Teaching Council, 'Initial Teacher Education: Criteria and Guidelines for Programme Providers'. In accordance with Section 38 of the Teaching Council Act, 2001. August 2011. Available at: <http://www.teachingcouncil.ie/en/Publications/Teacher-Education/Initial-Teacher-Education-Criteria-and-Guidelines-for-Programme-Providers.pdf>. Accessed 10.10.2016.
- Theodorou, E., 'Constructing the Other: Policies of Intercultural Education in Cyprus'. In Vega, L. *Empires, Post-Coloniality and Interculturality: New Challenges for Comparative Education*. Rotterdam: Sense Publishers. 2014, pp. 251-272.
- Thrupp, M., 'Professional Standards for Teachers and Teacher Education: Avoiding the Pitfalls'. New Zealand Post Primary Teachers' Association (PPTA), University of Waikato, 2006. Available at: http://img.scoop.co.nz/media/pdfs/0604/avoiding_pitfalls.pdf. Accessed 01.10.2016.
- Tinkler, B., & Tinkler, A. 'Experiencing the Other: The Impact of Service-Learning on Preservice Teachers' Perceptions of Diversity.', *Teacher Education Quarterly*, 40, no. 4, 2013, pp. 41-62.
- Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., Conover, L. A. & Reynolds, T., 'Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: a review of literature'. *Journal for the Education of the Gifted*, Vol. 27, No. 2/3, 2003, pp. 119-145.
- Tomlinson, C.A., *The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition*, ASCD, Alexandria, VA, 2014.
- Torres, M., & Mercado, M., 'The need for critical media literacy in teacher education core curricula'. *Educational Studies*, 39(3), 2006, pp. 260-282.
- Troncin, T., 'Pourquoi et comment ancrer la question de la diversité des élèves au cœur de la formation des enseignants?' [*Why and how the matter of students' diversity has to become rooted in heart of teacher training?*]. *La nouvelle revue de l'adaptation et de la scolarisation*, N° 55(3), 2011, pp. 123- 132.
- Tsai, D. 'No One Ever Asked Me to Think About That Before!' Preservice Teachers' Perspectives on the Impact of a Multicultural Education Course'. Ph.D. Dissertation, Fielding Graduate Institute, 2001.
- UNESCO, 'Universal Declaration on Cultural Diversity', Cultural Diversity Series No. 1, 2002. Available at: <http://unesdoc.unesco.org/images/0012/001271/127162e.pdf>. Accessed 17.11.2016.
- UNESCO, 'Guidelines for Inclusion: Ensuring Access to Education for All'. Paris: UNESCO, 2005.
- UNESCO, 'Intercultural Competences. Conceptual and Operational Framework'. Paris: UNESCO, 2013.
- UNHCR, 'Global Trends. Forced Displacement in 2015'. Geneva: UNHCR, 2016. Available at: <http://www.unhcr.org/576408cd7>. Accessed 30.06.2016.
- UNICEF France, *Consultation nationale des 6/18 ans. 'Écoutons ce que les enfants ont à nous dire – Le lieu de vie comme marqueur social'*. Paris: UNICEF France, 2016.

- University of Hamburg, 'Mehrsprachigkeit, Deutsch als Zweitsprache und der Umgang mit kultureller und sprachlicher Heterogenität in der Lehrerausbildung - Ein Wegweiser durch das Studium an der Universität Hamburg' [Multilingualism, German as a second language and cultural and linguistic diversity in teacher training – A guide through the studies at the University of Hamburg], June 2014.
- University of Hamburg, 'Mehrsprachigkeit in der Lehrerausbildung' [Multilingualism in teacher training], 2016. Available at: https://www.diver.uni-hamburg.de/studium/mehrsprachigkeit_lehrerausbildung.html. Accessed 10.10.2016.
- University of Tartu, *Tartu Ülikooli õpetajahariduse tegevuskava 2016–2020* [Action Plan for Teacher Education in University of Tartu 2016-2020]. Tartu, 2015. Available at: <http://www.pedagogicum.ut.ee/et/pedagogicumist/arengukava>. Accessed 21.06.2016.
- University of Tartu, Study Information System, 2016. Available at: <http://www.ut.ee/en/studies/study-regulations/system>.
- USJE, 'Hvordan foregår optagelsessamtalen?' [How is the admission interview carried out], 2016. Available at: <http://nylaereruddannelse.nu/hvordan-foregar-samtalen/>. Accessed 06.06.2016.
- Valenzuela, A., 'Subtractive schooling: US-Mexican youth and the politics of caring'. *Suny Press*, 2010.
- Van Driel, B., Darmody, M., Kerzil, J., 'Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU', *NESET II report*, Luxembourg: Publications Office of the European Union, 2016.
- Varro, G., 'Les futurs maitres face à l'immigration. Le piège d'un « habitus discursif »', *Mots*, No. 60, 1999, pp. 30-42.
- Verband Bildung und Erziehung, *Flüchtlingskinder brauchen Hilfe – Schulen nicht allein lassen* [Refugee children need help – don't leave schools alone], 25.09.2015. Available at: <http://www.vbe.de/meinung/positionen/fluechtlingskinder-brauchen-hilfe.html>. Accessed 17.05.2016.
- VIA University College, VIA Teacher Training Curriculum, VIA Teacher Training, Aarhus. Part 3: Module description section (*VIA Læreruddannelse. Studieordning. VIA Læreruddannelse – Læreruddannelsen Aarhus. Del 3: Modulbeskrivelsesdelen*), 2016.
- Vieira da Silva, M., 'Les enseignants face à la diversité culturelle des élèves.' [Teachers facing students' cultural diversity]. *Revue internationale d'éducation de Sèvres*, 63, 2013, pp. 77-87.
- Villegas, A. M., Strom, K., & Lucas, T., 'Closing the racial/ethnic gap between students of color and their teachers: An elusive goal'. *Equity & Excellence in Education*, Vol. 45, No. 2, 2012, pp. 283–301.
- Wells, R., 'Children of immigrants and educational expectations: The roles of school composition.' *Teachers College Record*, 112(6), 2010, pp. 1679-1704.
- Wells, A. S., Fox, L., & Cordova-Cobo, D., 'How racially diverse schools and classrooms can benefit all students'. The Century Foundation, 2016. Available at:

- <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>. Accessed 10.10.2016.
- Whitehead, K., 'Addressing Social Difference with Prospective Teachers Who Want "To Make a Difference"', *Asia-Pacific Journal of Teacher Education*, Vol. 35, No. 4, November 1, 2007, pp. 367–85.
- Wilkins, C., 'Inspecting the inspectors: race equality and quality in initial teacher education'. *Race, Ethnicity & Education*, 17, 2014, pp. 445–470.
- Williams, R., 'Preservice teachers' application of theory in student teaching practice: the inconsistency of implementation'. Ph.D. Dissertation, University of Southern California, 2014.
- Wissink, I. B., & Haan, M. D., 'Teachers' and Parental Attribution for School Performance of Ethnic Majority and Minority Children'. *International Journal of Higher Education*, 2(4), 2013.
- Wolff, R., Severiens, S. & Meeuwisse, M., 'Attracting and retaining diverse student teachers', 2010. In Burns, T. & Shadoina-Gersing, V. (eds.). *Educating Teachers for Diversity. Meeting the Challenge*.
- Wood, P.; Landry, C.; Bloomfield, J., *Cultural diversity in Britain - a toolkit for cross-cultural co-operation*, Joseph Rowntree Foundation, 2006. Available at: <http://www.jrf.org.uk>. Accessed 07.12.2016.
- Yang, Y., 'The Relationship Between Attributional Styles of Cultural Awareness and Cultural Competence for Preservice Teachers'. Doctoral dissertation, Oklahoma State University, 2009.
- Yeni Akit, 'Suriyeli Mülteci Çocukların Devlet Okullarındaki Durumu' [The Status of Syrian Refugee Children in (Turkish) Public Schools], November 16, 2015. Available at: <http://m.yeniakit.com.tr/haber/suriyeli-multeci-cocuklarin-devlet-okullarindaki-durumu-106933.html>. Accessed 01.10.2016.
- Yüksek Öğretim Kurulu (YÖK) [Council of Higher Education], 'Bologna Process: Turkish Higher Education Qualifications Framework', *Uluslararası İlişkiler Birimi (International Relations Unit)*, 9 December, 2009.
- Young, A., & Mary, L., 'Former les professeurs stagiaires à la diversité linguistique à l'école. [Training intern teachers to linguistic at school]' *Le français aujourd'hui*, (164), 2009, pp. 87-97.
- Zembylas, M., C. Charalambous, P. Charalambous & P. Kendeou. 'Promoting Peaceful Coexistence in Conflict-Ridden Cyprus: Teachers' Difficulties and Emotions Towards a New Policy Initiative', *Teaching and Teacher Education*, Vol. 27, No. 2, 2011a, pp. 332-341.
- Zembylas, M., P. Kendeou and A. Michaelidou. "The Emotional Readiness of Greek-Cypriot Teachers for Peaceful Coexistence." *European Journal of Education* 46(4), 2011b, pp. 524-539.
- Zentrum für Bildungsforschung und Lehrerbildung (PLAZ), PLAZ, 2013: Erfolgreich: 2. Interkultureller Praxistag fand am 26. Mai statt [Successful: 2nd day of practise took place on 26 May], press release 13.05.2013
- Zgaga, P., 'The future of European teacher education in the heavy seas of higher education', *Teacher Development*, Vol. 17, No. 3, 2013, pp. 347-361.

- Ziegler, G., 'Multilingualism and the language education landscape: challenges for teacher training in Europe', *Multilingual Education*, Vol. 3, No. 1, 2013. Available at: <http://multilingual-education.springeropen.com/articles/10.1186/2191-5059-3-1>. Accessed 21.06.2016.
- Zimenkova, T., 'Diversity. Future project or current challenge? Construction of the term diversity within citizenship education in Europe', *Educação, Sociedade & Culturas*, nº 32, 2011, pp. 23-40.

HOW TO OBTAIN EU PUBLICATIONS

Free publications:

- one copy:
via EU Bookshop (<http://bookshop.europa.eu>);
- more than one copy or posters/maps:
from the European Union's representations (http://ec.europa.eu/represent_en.htm);
from the delegations in non-EU countries (http://eeas.europa.eu/delegations/index_en.htm);
by contacting the Europe Direct service (http://europa.eu/europedirect/index_en.htm) or
calling 00 800 6 7 8 9 10 11 (freephone number from anywhere in the EU) (*).

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

Priced publications:

- via EU Bookshop (<http://bookshop.europa.eu>).



ISBN: 978-92-79-66539-4