

## INFORMATION NOTE

### 2nd Policy Forum on “Strength through Diversity”

#### Teachers in Diverse Societies: Challenges, Opportunities, Policy Responses

1. The OECD project “Strength through Diversity: the Integration of immigrants and refugees in school and training systems” combines In-Depth Data Analysis with Thematic Policy Fora and Country Reports of policies and practices in three key areas: Integration into Education, Integration through Education, and Education for Social Cohesion.

#### Thematic policy forum series: Objectives

2. The aim of the thematic policy fora is to:

- identify country-specific challenges,
- suggest promising practices and innovative approaches used by countries,
- identify policy levers that could re-think how schools and education systems can help countries respond to migration challenges, and
- facilitate peer-learning both within and between countries.

3. For each policy forum, a background paper will be developed in consultation with subject-matter external experts. Participation in the forum series will be sought from innovators at different levels of government and from different OECD countries.

4. The First Policy Forum “**Setting the Stage**” took place at the OECD in Paris on 9-10 May 2017. It was attended by over 45 participants from 19 OECD countries, in addition to TUAC, UNESCO and the European Union. The forum focused on identifying common challenges and good practices for integrating immigrants and refugees in education systems, and for promoting diversity and tolerance through education. Presentations, background papers and proceedings from the meeting can be found at <http://www.oecd.org/edu/school/strength-through-diversity-1st-policy-forum-9-10-may-2017.htm>

#### Second Policy Forum

5. The Second Policy Forum “**Teachers in Diverse Societies: Challenges, Opportunities, Policy Responses**” will convene international delegates, academics and OECD analysts to: *i*) identify common challenges for teaching in diverse classrooms; *ii*) examine promising practices and innovative approaches used by countries to ensure that teachers are well-equipped to deal with multicultural and multilingual classrooms; and *iii*) facilitate peer-learning between countries in the areas of teacher training, professional development, teacher diversity, indicator development and evaluation mechanisms.

## **Background material for the Second Policy Forum meeting**

6. While the student body has become increasingly diverse in OECD countries, teachers still tend to be a very homogenous group. Diversity is a broad concept but is defined here as ‘characteristics that can affect the specific ways in which developmental potential and learning are realised, including cultural, linguistic, ethnic, religious and socio-economic differences’ (Burns and Shadoian-Gersing, 2010: 21). Even though the challenges of increased diversity are prevalent in almost all OECD countries, the context is different. In the traditional immigration OECD countries, with long histories of indigenous populations (e.g. Canada, Australia, New Zealand and the United States), classroom diversity mirrors the diversity of the population and new arrivals in the country. In a second group of OECD countries (including Germany, France, the Netherlands, Austria, Sweden and the United Kingdom), classroom diversity is strongly linked to more recent international migration. In a third group of countries (e.g. Ireland, Italy, Portugal and Spain), classroom diversity is rather new because they have been shifting from immigrant-sending to immigrant-receiving countries.

7. Whatever the history and context in each country, social, cultural and linguistic diversity is here to stay (Vertovec, 2007). Responses to the diversity in the education system vary in scope, focus and approach across countries and regions. They are referred to as multiculturalist education, anti-bias and anti-racist education, critical multiculturalism and more recently culturally responsive/relevant pedagogies (term used in Canada, United States, Australia and New Zealand) and multicultural or intercultural education (term used in the European Union) (Reid and Major, 2017). Sometimes this term is grouped under the umbrella of inclusive education. Inclusive education can refer to the integration of children with disabilities in some countries, or to the need to adapt schooling to all special needs in other countries (European Agency for Development in Special Needs Education, 2010). The fact that the same term is used to denote different policy challenges in different contexts adds an additional layer of complexity to discussions among academic and policy communities on how best teachers can be prepared to be effective in diverse classrooms and what approaches are needed to effectively navigate diversity in classrooms and society.

8. In recent years, some scholars have suggested that quantitative increases in diversity have led to the emergence of entirely new challenges and have results in qualitative differences connected to ‘super-diversity’ (Vertovec, 2007). Super-diversity refers to the “dynamic interplay of variables among an increased number of new, small and scattered, multiple-origin, transnationally connected, socio-economically differentiated and legally stratified immigrants” (Vertovec, 2007: 1024). It surpasses traditional variables such as ethnicity, countries of origin, language and religion to also include immigration statuses and their concomitant entitlements and restrictions of rights, divergent labour market experiences, discrete gender and age profiles, patterns of spatial distribution and mixed local area responses by service providers and residents. This super-diversity entails numerous challenges for prospective and practicing teachers as well as school leaders because education systems often do not take into account the multiplicity of factors which may influence educational attainment and success, and thus many teachers are unprepared to teach and support diverse students (Gogolin, 2011; Little, Leung and van Avermaet, 2014). It also has consequences for policy-makers and practitioners on how to provide incentives to teachers to work in disadvantaged schools and to allocate resources across and within schools, how to design and regulate initial teacher training, how to design professional development activities, how to recruit and retain teachers from a minority/immigrant background as well as how to develop feedback and evaluation mechanisms.

### ***Incentives and resource allocation***

9. The Programme of International Student Assessment (PISA) shows that in high-performing education systems, resources tend to be allocated more equitably between socio-economically advantaged

and disadvantaged schools (OECD, 2016a). Allocating resources across schools and aligning additional resources with socio-economic circumstances and other needs can play an important role for improving learning outcomes of immigrant students and for redressing inequalities in the system (OECD, 2016a).

10. In many OECD countries, large proportions of immigrant students are clustered in certain, generally disadvantaged, areas. Thus some funding strategies also target more general conditions of disadvantage, such as high unemployment, in addition to student-based criteria. By allocating resources for immigrant education to more local authorities, including school districts or municipalities, the funding can then be used to support initiatives tailored to the local context (OECD, 2015). When funding for immigrant education is distributed directly to schools, it is important that further guidance or professional training is provided on how to use the resources effectively. School staff may not know how to fit new initiatives into their school development plans, or they may use the money on programmes that have not been demonstrated to be effective in improving immigrant students' achievement (Karsten, 2006; OECD, 2015).

11. According to principals' reports, disadvantaged schools in OECD countries have lower student-teacher ratios but have less-experienced and -qualified teachers (OECD, 2016a). Reducing class size can be a costly and often ineffective way to improve student outcomes. However, disadvantaged children have been shown to do better in school when they are in smaller classes in the early years (i.e. kindergarten to third grade) (Hanushek, 2000; Krueger, 2000). But these positive effects are relatively small in comparison to the effects of having high-quality teachers (Rivkin et al., 2000) (OECD, 2015).

12. The quality of teaching is the most important school factor shaping student learning outcomes, regardless of students' socio-economic status and other background factors (OECD, 2005; 2013). Yet, immigrant and disadvantaged students are often the least likely to receive high-quality teaching even though they would benefit the most from it (Field et al., 2007). Research has shown that more qualified and more experienced teachers prefer to work in schools enrolling mostly non-immigrant students (Hanushek et al., 2001; Bénabou et al., 2003; Karsten, 2006; OECD, 2015).

13. Reducing turnover in schools serving disadvantaged and immigrant populations and encouraging high-quality and experienced teachers to work in these schools can build the capacity of schools receiving immigrant children. Some governments provide additional funding to teachers in "challenging" schools in the form of higher salaries or better working conditions. Overall, there is some evidence that higher salaries for teachers in challenging schools may contribute to raising teachers' satisfaction and attracting high-quality teachers to these schools. But such salary increases would need to be substantial to make a difference to teacher turnover rates (Hanushek et al., 1999; 2001; OECD, 2015).

14. Besides higher salaries, other incentives offered to candidates working in high-need schools include smaller classes, less instructional time, additional credit towards future promotion to administrative positions, and the ability to choose the next school where the teacher works (Schleicher, 2014). Other actions to recruit and retain high-quality teachers into disadvantaged schools have included: aligning initial and in-service teacher education with schools' needs, to ensure that teachers have the skills and knowledge they need to work; providing mentoring for novice teachers working in these schools; and designing adequate career incentives (OECD, 2012). Many countries make no link between appraisal of teachers' performance and the rewards and recognition that they receive (OECD, 2010b). Creating similar incentives for school leaders through evaluations and appraisals is also important (OECD, 2008).

### ***Initial teacher preparation***

15. Lack of teacher preparation and preparation for non-teaching staff working in schools can also exacerbate disparities in outcomes, especially when immigrant communities are clustered in specific

regions, cities and schools. Depending on the availability of teachers and their competencies, the opportunities provided to students may differ markedly (OECD, 2015).

16. The successful integration of immigrant children depends on having high-skilled and well-supported teachers. Therefore, providing special training for teachers to better tailor instructional approaches to diverse student populations and to support second-language learning are important for building capacity of schools receiving immigrant children (OECD, 2015).

17. Teaching students from a wide range of cultural, socio-economic and linguistic backgrounds takes a complex set of skills that many teachers may not have acquired through formal training. A (2007) European Union Peer-learning activity concluded that initial training should raise teachers' intercultural awareness and provide core knowledge and intercultural skills. Most OECD countries have requirements for teacher training institutions to include topics associated with intercultural education in initial teacher training (Eurydice, 2004). However, these institutions are at least partially free to determine their own curricula; generally they are not provided with any clear instructions as to how to offer intercultural training (OECD, 2015).

18. This lack of instructions is further complicated by the fact that pedagogies are often context specific. Nonetheless, Gay (2009: 263) proposes four general pedagogical principles on diversity that seem to transcend context:

1. *Beliefs shape behaviour*: Ideas about diversity determine how someone teaches: if diversity is seen as positive, teachers are excited to use it in their teaching
2. *Multiple perspectives*: Teaching student teachers about diversity requires the use of different methods and different perspectives
3. *Multiple instructional means*: Vary and differentiate content to create more learning moments for different groups in the classroom
4. *Crossing cultural borders*: Create a link between what students already know and understand and academic language used: new knowledge is easier to acquire if it builds on existing knowledge. This may vary according to ethnic-cultural background.

19. How can teachers be prepared for teaching a diverse group of students? Initial teacher training is generally characterised by a combination of courses in subject matter, pedagogy and psychology, methodological and didactical preparation, and practice in schools (European Commission/EACEA/Eurydice, 2015). In most programmes, preparation for diversity takes the form of a single module or an elective course, not integrated within the rest of the curricula, which is unlikely to have a lasting impact throughout teachers' careers (European Commission, 2017). These courses make reference to various themes, including second and/or mother language learning, intercultural and multicultural education, religious and cultural diversity, migration, racism, discrimination, attitudes towards diversity or citizenship and human rights education. However, the courses vary in the extent to which they focus on diversity, as well as the resources available for their implementation (European Commission, 2017).

20. Severiens et al. (2014) identify five main areas of expertise necessary for the professional capacity of teachers in diverse classrooms: (1) language diversity, (2) didactics, (3) social psychology and identity development, (4) parental involvement and (5) school-community relationships. Teachers need to know about language development in classes of students whose first language is not the language of instruction. They also need to be competent in using different pedagogical resources to support the learning of all students, by using teaching materials, methods and types of instruction designed for diverse classes.

Teachers should also be aware of social psychology issues such as stereotyping, teacher expectations and ethnic-identity topics. In addition, they need to engage parents of diverse students as well as cooperate with community organisations on the basis of equality to support school achievement in their schools. However, not all topics receive attention in teacher training curricula (Severiens et al, 2014). Some also caution that teacher training needs to go beyond competences and take into consideration ‘pedagogical tact’ (Forghani-Arani, 2014).

21. Based on a Council of Europe (2010) study, teacher competences required for engaging with diversity are three fold (Arnesen, Allan and Simonsen, 2010, in European Commission, 2017: 25-26):

1. *Knowledge and understanding*: Preparing student teachers for diversity implies promoting their knowledge and a better understanding of the world and its cultures (Keengwe, 2010).
2. *Communication and relationships*: Developing communication competences for diversity emerges from the capacity of teachers to be empathic and reflexive about their own beliefs, cultural and socioeconomic differences (Rychly and Graves, 2007).
3. *Management and teaching*: Teachers should also have relevant management and pedagogical skills to respond adequately to diversity through teaching (Elbers, 2010).

22. Most future teachers are required to take part in compulsory practical training of varying length. Research indicates that field experiences are important to effectively prepare students teachers for classrooms diversity (Almarza, 2005; Lenski et al., 2005). However, this depends on in which type of school students gain their first professional experience (European Commission, 2017).

23. There is limited empirical evidence (mostly from the United States, Canada and Australia) on what initiatives are effective in preparing teacher educators for diversity, as well as on the diversity of the teacher educator profession (European Commission, 2017). Available evidence suggests that intercultural competences can be learned in initial teacher training. This can happen by systematically exposing student teachers to diversity-related content and engaging them in self-reflection linked to the new knowledge and experience gained in multicultural settings (European Commission, 2017).

24. Nonetheless, training programmes for intercultural competence are criticised for being limited to conveying culture-specific knowledge (Auernheimer, 2002) and there is little acknowledgement of the complications of intersectionality between race/ethnicity, gender, class, religion, sexual orientation, age and ability within individual lives (Bhopal and Preston, 2012) and translocationality—the defining and redefining of identity across different spatial and cultural locations at different historical moments (Anthias, 2008) (for an overview, see Forghani-Arani, 2014). This limited training leaves teachers insufficiently prepared for diverse classrooms and creates a strong need for teachers’ professional development.

### ***Professional development***

25. Throughout teachers’ careers, the competences acquired for teaching diverse classrooms during initial teacher training needs to be regularly updated to respond to the changing needs of the education process – this can happen in the form of professional development (European Commission, 2015; Scheerens, 2010).

26. Evidence shows that professional development for teachers can be successful in changing the way teachers learn, work and feel about their job (Desimone et al., 2002; OECD, 2016b), but less so in improving student learning (Hattie, 2009). The type and quality of professional development activities matter. Such activities for teachers can have a greater impact when school principals encourage teachers to

participate, when education authorities initiate or fund the programmes and involve external experts, and when the training is practical rather than theoretical (Timperley, 2008; OECD, 2016a).

27. Considering diverse classrooms, professional development is important to build an understanding of the changing diversity with schools and effective strategies for teaching in these contexts. The OECD Teaching and Learning International Study (TALIS) 2013 indicates that larger proportions of teachers on average report having undertaken professional development that focused on their knowledge and understanding of their subject field (73%) and on their pedagogical competencies in teaching their subject field (68%). In contrast, fewer teachers report having taken part in professional development that focused on approaches to teaching in a multicultural setting (16% on average) (OECD, 2014).

28. Among those who participated in professional development in a multicultural/multilingual setting, around 13% indicated that the professional development had a large or moderate impact on their teaching. This self-reported measure of effectiveness is important because teachers' perception of the effectiveness of certain professional development activities may affect their future participation in such activities. However, activities need to be designed more effectively to have a greater impact on teaching in multicultural classrooms.

29. The professional development that teachers report receiving in TALIS does not always meet their needs. Teachers were asked to rate their development needs for various aspects of their work, and many teachers report needs in specific areas. While 22% of teachers reported they needed more professional development for teaching special needs, 13% of teachers needed professional development for teaching in a multicultural or multilingual setting (OECD, 2014).

30. Teaching in a multicultural or multilingual setting is a significant concern for Latin American countries and Italy, where more teachers consider this an important need for professional development (46% of Brazilian teachers, 24% of Chilean teachers, 27% of Italian teachers and 33% of Mexican teachers). On average for countries participating in both TALIS studies, the need for skills in teaching in a multicultural setting is about the same in terms of importance for lower secondary teachers in 2008 and 2013. Nonetheless, in Brazil, Korea and Mexico, this specific need is more important in 2013 than it was in 2008 by more than eight percentage points (OECD, 2014).

31. Knight and Wiseman (2005) indicate that there is little research on the relation between the content of professional development and outcomes for teachers of diverse populations. Intensive study of the conditions and approaches for the development of effective teachers is considerably less developed in this area than studies of student outcomes in relation to interventions. Therefore, there is limited evidence so far on what professional development programmes really work for more effective teaching in diverse classrooms.

### ***Teacher diversity***

32. Key drivers of teacher quality are teachers' skills levels, their ability to adapt their instruction to the specific needs of individual students, and their ability to motivate them. Policy discussions on teacher recruitment are emerging on the extent to which a teaching workforce which reflects the demographic composition of the student body could better motivate and support hard-to-reach students, such as minorities and students with a migrant background (Dilworth and Coleman, 2014; European Commission, 2016; OECD, 2010b). In recent years in many countries international migration flows have led to large increases in the number of foreign-born students and the number of students whose native language is different from the language of instruction (European Commission, 2016; OECD, 2010a). However, the teaching workforce has remained relatively homogenous in most countries. For example, across OECD countries, teachers tend to be female, middle class, and from the majority population (OECD, 2010b;

2016c). In the United States, as many as 82% of teachers reported their race as “white, non-Hispanic” in 2011-12, a figure virtually unchanged from the 85% reported in 1999/2000 (National Center for Education Statistics, 2016). This percentage can be compared to student background: in 2011-12, 51.7% of the student population enrolled in elementary and secondary schools declared themselves to be White, non-Hispanic, a clear drop from 61.2% in 1999/2000 (National Center for Education Statistics, 2016).

33. To reverse a growing disparity between an increasingly diverse student population and a largely homogenous teacher workforce, countries have also adopted initiatives to hire more teachers from ethnic or immigrant backgrounds (European Commission, 2016). Such initiatives are often based on the belief that teachers of minority or immigrant background may serve as role models for students, enhancing the self-confidence and motivation of minority or immigrant students, eventually leading to improved education outcomes (Clewell and Villegas, 1998; Carrington and Skelton, 2003; Howard, 2010; OECD, 2015).

34. Increasing the share of minority and immigrant teachers may also have a positive influence on immigrant students’ learning experiences and sense of belonging, for instance, through improvements in academic achievement, teachers’ perceptions and lower discrimination against ethnic minority students (e.g. OECD, 2010b; Howard, 2010; Nieto, 1999; Miller and Endo, 2005; Chaika, 2005; Kane and Orsini, 2003; European Commission, 2016; Lindahl, 2007; Pitts, 2007). However, the evidence of such positive effect is limited and in fact, an increase in the number of minority and immigrant teachers may reduce the language development of immigrant students, increase stigmatisation experienced by minority and migrant students, lead to a feeling of exclusion of other students and struggles to understand minority teachers’ accents, which could all have a negative impact on immigrant student academic outcomes and well-being (Howard, 2010; Gordon, 2000).

35. While many countries have initiatives to increase the share of the teacher workforce with a minority or immigrant background, barriers to recruiting this workforce take place at each stage of the teaching path, from accessing and completing initial teacher education to entering and remaining within the teaching profession. They are particularly pronounced for candidates from a minority or immigrant background seeking to enter the teaching profession (European Commission, 2016). Additionally, some countries do not permit new immigrants to work as teachers because of regulations on public service occupations (Sirin and Rogers-Sirin, 2015). Even though most initiatives to increase teacher diversity in schools set targets and/or indicators to monitor and measure the success of programmes, very few of them have been formally evaluated.

### ***Evaluation, assessment and feedback***

36. Evidence is often missing not only on which programmes are effective for hiring teachers with a minority or immigrant background, but also on which initiatives work for training and preparing teachers for diverse classrooms, incentivising teachers to work in disadvantaged schools and allocating resources equitably across and within schools.

37. There is widespread recognition that evaluation and assessment frameworks are key to building stronger and fairer school systems. Countries emphasise the importance of seeing evaluation and assessment as vital tools for achieving improved student outcomes. The teacher is the central agent in securing links between the evaluation and assessment framework, and the classroom (OECD, 2013).

38. Most (European) countries lack systematic and consistent monitoring of policy results and impacts; this is also linked with the high regional disparity of provisions. In addition, the majority of quality assurance mechanisms do not take diversity-related aspects into account when evaluating initial teacher training programmes and curricula. Furthermore, existing quality assurance systems are rarely

linked to the competences and learning outcomes to be acquired by student teachers (European Commission, 2017).

39. What types of practices are effective for teaching students with diverse backgrounds is also unclear. One reason is that school evaluations often do not focus on diversity issues in schools where teachers report they need to improve their skills for teaching multicultural classrooms. Diversity issues are either being ignored or not given the importance in the evaluative framework that teachers report is needed to improve their teaching. This is a missed opportunity because school evaluations play an important role in emphasising issues in schools and providing assistance and incentives to teachers (Jensen, 2010).

40. Nearly nine in ten teachers, on average across TALIS countries, report that student performance, teachers' pedagogical competency in their subject field, and student behaviour and classroom management are strongly emphasised in the feedback they receive in their school. Nonetheless, only 44% of teachers received feedback that emphasised teaching in a multicultural or multilingual setting with moderate or high importance.

41. However, this masks vast differences across countries. For instance, in Brazil, Italy, Malaysia, Cyprus<sup>1</sup> and Serbia, over 60% of teachers obtained feedback that emphasised teaching in a multicultural/multilingual setting with moderate or high importance. In contrast, in Poland only around 18% of teachers received feedback on teaching in a multicultural/multilingual setting.

42. Having a stronger evaluation, feedback and appraisal in the education system would allow better identifying strengths and weaknesses in the teaching practice. Aligning teacher appraisal and feedback and school evaluations with each other, and with central objectives, policies, programmes to improve school and teacher development, and regulations should be a priority (Jensen, 2010).

43. This is easier said than done. It is challenging to evaluate intercultural education or culturally responsive teaching because there is no agreement on what practices and approaches constitute such teaching. Therefore, developing first a conceptual model of multicultural education is important. For instance, Bennett et al. (1990) outlined four important dimensions: understanding, attitude, and skill. Knowledge is having a consciousness of the history, culture, and values of major ethnic groups, as well as acquiring and articulating a theory of cultural pluralism. Understanding includes having cross-cultural interactions and immersion experiences in which to apply cultural theory. Attitude involves an awareness and reduction of one's own prejudices and misconceptions about race. Skill includes planning and implementation of effective multicultural teaching practices. Multicultural teacher education will be successful only to the extent that it develops courses and field experiences to address each of these four dimensions on a continuing basis. Any measurement of multicultural attitudes must also include these dimensions (Bennett et al. 1990).

44. In this regard, the Multicultural Teacher Efficacy Scale (Guyton and Wesche, 2005) and the Multicultural Dispositions Index (Thompson, 2007) seek to assess culturally responsive teaching though they have been mostly developed for the United States audience. Nevertheless, one scale cannot capture the complexity of the field and thus cannot be used as a single measure of multicultural efficacy. Therefore, it is important to use triangulation of methods including qualitative ones such as interviews and observations to add richness and depth to information acquired through a scale. Another drawback is that

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<sup>1</sup> The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognizes the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus" issue."

many of the scales are context-specific and measure different dimensions of culturally responsive teaching, which makes international comparisons difficult. Developing an internationally compatible scale would be an important endeavour in the future.

45. Data limitations and limited evidence on the effectiveness of programmes is also an issue for teacher diversity. For example, data on the diversity of the teaching workforce in terms of migrant/minority background is overall limited across (European) countries, mostly due to data protection concerns. Where data does exist, it is often not directly comparable due to major differences in the indicators used to define a migrant/minority background (e.g. place of (parents') birth, citizenship, first language), as well as the absence of any comparative data source (European Commission, 2016). In addition, evidence on the positive effect between teachers with a minority or immigrant background and academic and non-academic outcomes of immigrant students is tenuous (OECD, 2015). This is linked with the fact that very few programmes have been formally evaluated.

46. Overall, it is important to build relevant indicators and a strong evidence base, allowing for international comparisons, as well as to develop strong evaluation mechanisms and incentives for school leaders and teachers to give more prominence to and feedback on teaching in multicultural and multilingual classrooms.

### **Organisation of the Second Policy Forum Meeting**

47. In *Session 1*, participants will explore how **resource allocation** and other **organisational incentives** can help teachers support diverse student populations. How can education systems incentivise teachers to work in disadvantaged schools? What incentives can be provided to municipalities and schools to offer mentoring and support especially for teacher novices to teach in diverse classrooms? How can resources be allocated more equitably to schools with the most need?

48. Country representatives will be invited to share their main approaches for providing incentives and allocating resources for teaching diverse classrooms, and to share evidence on equitable resource allocation and effective incentive structures. More specifically, one or two country representatives will make a brief presentation on the main policies and initiatives adopted in their respective countries followed by a Q&A session and small group discussions on evidence and policy practices across countries. The session will offer an opportunity for participants to share insights and learn from one another about what policies work for incentivising teachers to work in disadvantaged schools and for allocating resources equitably across and within schools.

49. In *Session 2*, participants will discuss what competencies teachers need for diverse classrooms and which skills need to receive more attending during **initial teacher training**. How can teacher training programmes ensure that schools are able to deal with multicultural and multilingual classrooms? Where and how have aspects of intercultural education, diversity and language learning become mandatory parts of teacher training curricula? How can prospective teachers be prepared for language-sensitive teaching? What are important centres of expertise or teacher training institutions that train teachers in intercultural education, culturally sensitive teaching and second language learning?

50. Country representatives will be invited to share their experiences with developing and implementing policies for training prospective teachers for diverse classrooms and to share evidence on effective teaching practices and training programmes. More specifically, one or two country representatives will make brief presentations on the main programmes for teacher training and the most common teaching approaches in their respective countries followed by a Q&A session and small group discussions on evidence and policy practices. The session will offer a valuable opportunity for participants

to share insights and learn from one another about what competences are needed to develop effective teaching and what programmes work for training teachers for diverse classrooms.

51. In *Session 3*, participants will examine the topic of teacher **professional development**. What evidence exists on the need and effectiveness of professional development programmes? What types of policy practices can be effective for developing the professional competence and efficacy of teachers?

52. Country representatives will be invited to share their experiences with designing and providing professional development for teaching in multilingual and multicultural classrooms, and to share evidence on effective professional development programmes. More specifically, one or two country representatives will make brief presentations on the main programmes and approaches adopted in their respective countries followed by a Q&A session and small group discussions on evidence and policy practices. The session will offer an opportunity for participants to share insights and learn from one another about what policies work to effectively develop teachers' knowledge and competencies in diverse classrooms.

53. *Session 4* will explore the theme of **teacher diversity**. While the student body has become increasingly diverse in OECD countries, teachers still tend to be a very homogeneous group. Do minority and disadvantaged students benefit from having teachers who come from similar backgrounds? If so, are there differences across countries in the representation of minority and socio-economically disadvantaged individuals in the teaching profession? What policies can promote greater teacher diversity and how can they become effective?

54. Country representatives will be invited to share their experiences with recruiting and retaining teachers with migrant or minority backgrounds, and to share evidence on the effectiveness of teachers with diverse backgrounds for academic and non-academic outcomes of immigrant students. More specifically, one or two country representatives will make brief presentations on the main policies adopted in their respective countries followed by a Q&A session and small group discussions on evidence and policy practices. The session will offer an opportunity for participants to share insights and learn from one another about what policies work for promoting more diverse teaching workforces.

55. In *Session 5*, participants will discuss the topic of **indicator development** and **evaluation mechanisms** for teaching for diversity. In particular, they will explore what indicators are available or would need to be developed to measure the effectiveness of teacher preparation, professional development and teacher diversity. Participants will discuss what type of evaluation mechanisms are needed to assess success in teaching diverse classrooms. What data would be needed to evaluate the effectiveness and cost-effectiveness of different programmes?

56. Country representatives will be invited to share their experiences with developing indicators and evaluation mechanisms for teaching in diverse classrooms. More specifically, one or two country representatives will make brief presentations on the main data sources and evaluation mechanisms available in their respective countries followed by a Q&A session and small group discussions on evidence and policy practices. The session will offer a valuable opportunity for participants to share insights and learn from one another about what indicators are needed and what evaluation mechanisms can be effective for teaching for diversity.

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