Study on the Diversity within the Teaching Profession
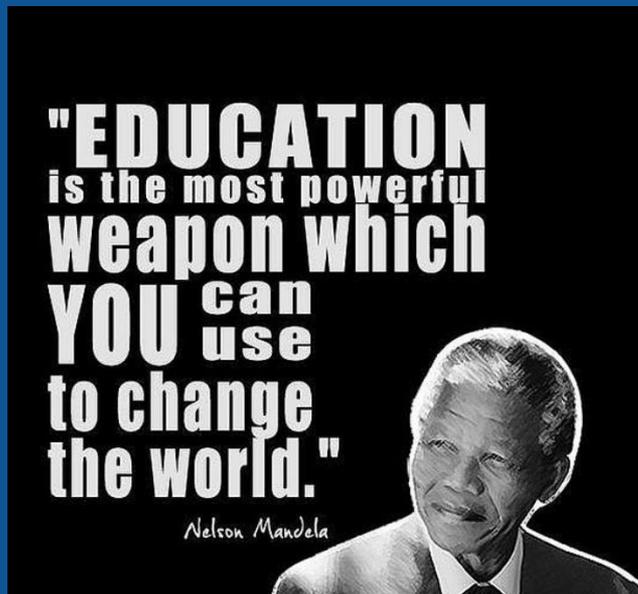
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Study on the Diversity within the Teaching Profession

Rationale: The teaching profession should aim to **reflect the diversity of society** for several reasons:

- avoid limiting the **pool of candidates** for teaching
- **equal access** to the profession as a matter of equity
- diverse profession offers a range of **role models**

• In this study: focus on **migrant** and **minority** backgrounds

What's in the study

- Useful **overview of national data** on the diversity of the teaching force (confirms the lack of coherent data across European countries)

- It provides a good **overview of the (limited) scientific evidence** linking the background of teachers with student outcomes

- It gives us a **mapping of relevant policies, projects and initiatives** in European countries, illustrated by a set of **case-studies** of best practice and **28 country profiles**

Key outcomes

- People with migrant background make up a large share of the population that is clearly **underrepresented** among teachers in Europe

- **Obstacles along teachers' pathways** (from selection into teacher education to entering and staying in the profession are cumulative

- Among the possible **strategies, policies and initiatives** to overcome these obstacles few aim at raising teacher diversity directly

Patterns and groups of countries

Qualitative classification of high, medium and low levels of disparities :

- **High** level of disparity: DK, DE, IE, IT, PT, UK (*e.g. DK: 8.9% of 15-yr old students vs. 3.3% of teachers*)

- **Medium** level of disparity: EE (for migrant background), NL, SI, ES)

- **Low** level of disparity: EE (for minority background), HU, LV, LT, SK, RO (*e.g. SK: 0.7% of 15-yr old students vs. 0.7% of teachers with a migrant background*)

  - **What may explain these patterns? -**

- **Countries with large national minorities?/ Historic (e.g. NL) vs more recent (e.g. IT, DK, IE) migration?**

BARRIERS to access and complete teacher training, to enter the profession

Policies to attract pupils to take up teacher training

Rationale: 'Soft barriers' (e.g. confidence, knowledge), 'hard barriers' (e.g. qualifications, funding, language)

Target groups: Potential students of teacher training with migrant/minority background

Key actors: ITT institutions, sometimes in collaboration with local migrant organisations (e.g. "**We want you days**" (AT)) education ministries, charitable organisations

Key activities: Information and awareness-raising campaigns (e.g. **Campus for pupils** (DE), **KDAS** (DK), **Prepared for the Pre-school Institution** (DE)), financial support (e.g. **Horizonte** (DE), **PIA** (DE), **Jobs of the Future** (FR)), specific teacher training programmes (e.g. **Narva College** (EE), **Special Pedagogical Academy of Thessaloniki** (GR))

Gaps: Tackling qualification gap

Policies to support teacher training students

Rationale: *'Soft barriers' (e.g. lack of support, mono-cultural approaches to ITE, discrimination), 'hard barriers' (e.g. financial and opportunity costs)*

Target groups: *Students of teacher training with migrant/minority background, sometimes newly arrived migrants/ refugees*

Key actors: *ITE colleges, teacher networks*

Key activities: *Mentorship programmes (e.g. **MigraMentor, Project teaching staff with migration history in North Rhine-Westphalia** (DE), **KDAS** (DK)), language and academic support (e.g. **FIF** (DK), **Specima** (FI), **University of Exeter** (UK))*

Gaps: *Generally few policies at this stage, no policies tackling the mono-cultural approach to ITT*

Policies to support access to the teaching profession

Rationale: barriers relating to recruitment practices, recognition of foreign qualifications

Target groups: recent migrants, specific sub-groups of the population of teachers with migrant/minority background

Key actors: education ministries, school authorities, minority groups

Key activities: recruitment into specific roles (e.g. **Austrian Association of Native Language Teachers**, **Zones of Educational Priority** (GR), **Teacher's Assistants of Roma Background** (LV), **New School** (CZ)), recognition of foreign diplomas (e.g. **Recognition of Foreign Teaching Diplomas** (IT), **NARIC Coaching Tree** (BE))

Gaps: targeted recruitment only into 'specific roles', affirmative action

Recommendations for policy-makers/practitioners

-Teacher diversity initiatives should **provide support at every stage of the 'teaching pipeline' (or 'pathway')**

- M**ore specific policies and initiatives** focusing on teacher diversity are needed

- Conditions for successful implementation have been identified and should be taken into account when planning policies to promote diversity

- Existing policies and initiatives on teacher diversity need to be **more closely monitored and more comprehensively evaluated**

Recommendations for policy-makers/practitioners

- Teaching staff of migrant/minority origin **should not** be ascribed automatically **to take on a role of intercultural mediator in schools**

- Policies and initiatives can benefit from **distinguishing the needs of migrants** from within the EU/third countries and first/second generation migrants

- The nature and focus of policies and initiatives **should constantly reviewed and updated** e.g. in light of recent mass inflows of refugees, potential need for focus on **recognition**