

„MINORITY TEACHERS“: APPROACHES FOR THE BAVARIAN TEACHER TRAINING PROGRAM TO UTILISE THEIR CAPABILITIES FOR PRIMARY SCHOOL

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2 REASONS FOR MINORITY TEACHER RECRUITMENT

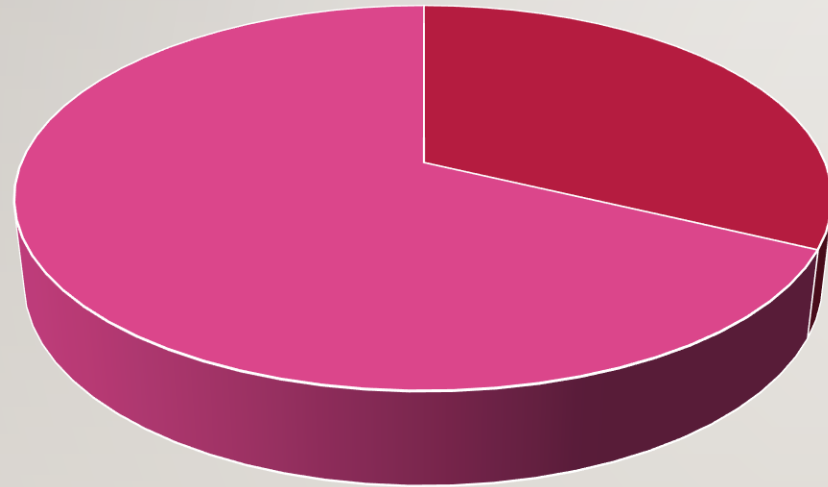
- Risk of “diversity related burnout” (Freeman/ Brookhart/ Loadman 1999; Tatar/ Horenczyk 2003; Eisikovits 2008) especially for primary school teachers in intercultural settings
- Minority teachers serve as role models, mentors and change agents (Irvine 1989; Carr/ Klassen 1997; Quijochu/ Rios 2000)
- More trust in minority teachers by learners with migration background and their families (Georgi et al. 2011)

3 DESIRE FOR DIVERSITY

- Multicultural society and effects of globalization (Georgi et al. 2011)
- Pupils in primary school highly characterised by heterogeneity (Bartnitzky et al. 2009)
- Guidelines for the education of children in primary schools: multiprofessional teams ensure educational equality (BayBL)

4 WHAT REALITY LOOKS LIKE...

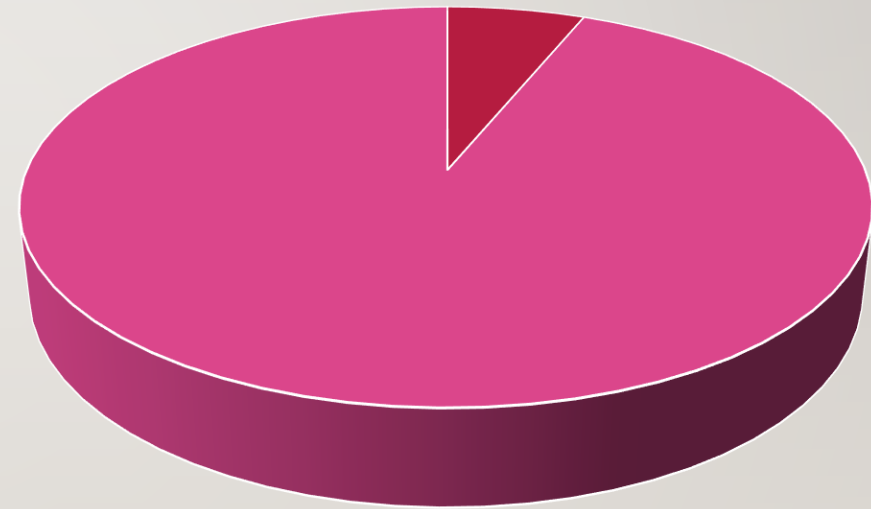
pupils



■ migration background ■ non-migration background

Source: Datenreport (2013)

teachers



■ migration background ■ non-migration background

Source: Georgi et al. (2011)

5 LEADING QUESTIONS

- Which organisational and structural hurdles do exist in the Bavarian teacher training program for minority students and teachers with foreign background?
- How do existing teacher training programs in the US, Canada and GB try to raise the number of minority teachers?
- Which conditions make such programmes successful and are feasible for the Bavarian tt-program?

6 RESEARCH DESIGN

- Conceptual analysis of current teacher-training programs in North America and Great Britain
- ~20 semi-structured expert interviews with participants of these programs (Gläser/Laudel 2010) and qualitative content analysis (acc. to Mayring 2010)
- Formulating a set of criteria for the restructuring of the Bavarian teacher-training program

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**THANK YOU FOR
YOUR ATTENTION!**



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