



International Online Conference  
***Paths of Transition in Education –  
(Re-)qualification of (Recently) Immigrated and  
Refugee Teachers in Europe and Beyond***

**11 & 12 March 2021**

International Multiplier Event by the R/EQUAL consortium

(Re-)qualification programmes for (recently) immigrated and refugee teachers support the vocational inclusion of teachers into the school systems of European countries and beyond. Public education systems demand a specific range of qualifications for entering into the respective school systems as a labour market. These regulations often lead to the formal de-professionalisation of highly-skilled migrants whose academic and practical qualifications are not recognised. Against this background, some universities have set up programmes to support their re-entry into professional teaching.

The online conference will bring together partners of the R/EQUAL consortium from Austria, Germany and Sweden who have been working together since 2018 (for further information see <https://blog.hf.uni-koeln.de/immigrated-and-refugee-teachers-requal/>). The international scientific community and stakeholders in the field of education are invited to discuss the opportunities, obstacles and practical concepts for supporting (recently) immigrated and refugee teachers to re-enter into their profession in different (trans-)national contexts. Multiple insights into scientific experiences and evaluation as well as best practice examples will be given, and peer learning will be encouraged.

- Contact: [conference-requal@ph-weingarten.de](mailto:conference-requal@ph-weingarten.de)
- Registration: <https://blog.hf.uni-koeln.de/immigrated-and-refugee-teachers-requal/international-online-conference/>

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**Qualification Recognition: The Status of South African Return-Migrant Teachers and their Experiences Pre and Post Return**

Dianne Anganoo (University of KwaZulu-Natal, South Africa)

The qualification of migrant teachers may not always be recognised in host countries and in some instances, the qualifications obtained to teach English to native learners in the host country may not be accepted in the home country. For example, the findings that emanated from a qualitative case study of thirty South African return-migrant teachers revealed that fourteen percent (n=4) of the return-migrant teachers acquired a certificate in Teaching English as a Foreign Language (TEFL) or Qualified Teacher Status (QTS) in addition to their teaching qualification to strengthen their chances of eligibility to teach abroad. This could indicate that the South African teaching qualification exclusively does not suffice in certain countries such as the UK where the QTS qualification serves as a prerequisite for acceptance.

The study also found that despite South African migrant teachers earning the title of a 'teacher' abroad due to their TEFL qualification, they are not eligible to teach in the home country without possessing a four-year teaching degree or Post Graduate Certificate in Education (PGCE). Also, the study found that upon returning to the home country, subject specialisations (such as Mathematics and Sciences) were key in securing a teaching post as it automatically removed the return-migrant teacher from the 'waiting' list which was implemented as a penalty for those who left education system and later returned. It is evident from the cohort of return-migrant teachers that the acceptance of qualifications does not only vary among host countries, but it also varies in the home country.

**Professional Integration of Teacher Immigrants – Experiences from the Fast Track for Newly-Arrived Teachers and Preschool Teachers in Sweden**

Eatessam Al-Shakrhy & Maria Jansson (University of Gothenburg, Sweden)

In 2016, the government-funded *Fast Track* for Newly Arrived Teachers and Preschool Teachers programme was introduced in Sweden. The initiative stemmed from a shortage of teachers and preschool teachers alongside a relatively large number of educated and experienced teachers among newly arrived immigrants. Our study uses both qualitative

and quantitative data to present the participants' perspectives of the professional development offered by the *Fast Track* programme. The quantitative data stems from a questionnaire sent out to all previous participants in April 2019 with a number of 548 answers (53%) nationwide and from all universities involved in the programme. In addition, in-depth interviews were conducted with 18 previous participants to get a deeper understanding of the participants' perceptions.

The voices from previous participants reflect on advantages and disadvantages put in the Human Capital and Social Capital theoretical frame. The results show that the vast majority of participants receive professional development through the *Fast Track* programme with the help of bonding and bridging social capital. However, Swedish administrative processes, language barriers and slow adaptation to the new educational context seem to hinder integration.

### **Pathways to Teaching**

Ken Cruickshank (University of Sydney, Australia)

Teachers of migrant and refugee background wanting to re-enter the profession face so many barriers: gaining accurate information and meeting language/qualification requirements at the same time as dealing with financial, work and living issues in re-establishing themselves. In Australia there are an estimated 6,000 immigrant/refugee background teachers who have been excluded from the system; the percentage of students from diverse backgrounds is double the percentage of teachers.

This presentation reports on a three-stage study of immigrant/refugee background teachers: first interviews with recently-immigrated teachers – their experiences, understandings and expectations. The second study examines teachers undertaking pathways to re-entry. It explores the ways to meet the information needs of the teachers and provides support in meeting government language and teaching standards requirements. It also explores the ways in which teacher education can in/exclude those from diverse backgrounds. The final study looks at the experiences of teachers in seeking and gaining employment as teachers.

The study investigates a series of initiatives that were implemented in NSW, Australia's largest state, to address the needs of teachers from immigrant/refugee

backgrounds <https://www.sydney.edu.au/arts/our-research/centres-institutes-and-groups/sydney-institute-community-languages-education.html>. These initiatives focused on community languages schools – classes staffed by volunteer teachers, teaching community languages on weekend and weeknights to young children. Teachers were provided with careers advice in getting their qualifications recognised and deciding on career options. They were given free professional learning programs in recent approaches to and research into teaching. They had access to high level English classes and tests to meet government requirements. Finally, they also had the option of undertaking Master of Teaching programs to upgrade qualifications where needed and meet local accreditation standards.

Teacher mobility is now a worldwide phenomenon but is often characterised in terms of problem rather than economic, social and education benefits for the countries of immigration (Birrell, Dobson, Rapson & Smith, 2006; Collins & Reid, 2012; OECD, 2011; Penson & Yonemura, 2012). Our findings from the study do not indicate or advocate any simple way to address the barriers. There is great diversity in the experiences and qualifications of those seeking to re-enter the teaching profession and thus a need for flexibility in providing different pathways (Bartlett, 2013; Florence, 2010; Miller, 2008). The key finding is that the inclusion of teachers of immigrant/refugee backgrounds requires a shift in mainstream provisions to meet teacher needs. The access to information, language support, induction programs, recognition of prior qualifications and experiences and programs to upgrade qualifications all demand fundamental change rather than ad hoc 'quick fixes' (Schmidt & Block 2010; Schmidt, 2010).

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### **Our Path Towards a Teaching License in Sweden**

Gertrude Etbon & Shukran Salman (Apolloniosskolan Stockholm, Sweden)

We are two licensed experienced teachers who have participated in the *Bridging Programme for foreign teachers* at Stockholm University in Sweden. To participate in the course, there are coordinators at the university who helped and arranged courses for foreign teachers to further their education. Before coming to Sweden, we have worked as teachers in Ghana and Iraq. In our presentation we would like to talk about our personal professional journeys, from participating in the *Bridging Programme* to teaching in Swedish schools.

As part of the *Bridging Programme* we are highlighting three elements that really contributed to our professional journey: the school internship, our experiences with the lecturers of the university courses and the university course Mathematics Education.

We will give more insight into these three elements in our presentation.

- The internship consisted of a total of 12 weeks where students got the opportunity to practice and connect the theoretical knowledge learned at the university in a specific school. Having access to this opened up our opportunities to find jobs, create relationships with the teachers in the school, generate experiences to build relationships with the children, gain knowledge about planning, assessment, handling problems and group work between teachers.
- The lecturers we had at Stockholm University were from different countries and not just from Sweden. They also had different levels of education. Some lecturers

had middle school teaching credentials, others were university teachers, doctoral students, professors, senior lecturers and assistant professors. Each lecturer had a clever method of teaching and applying seminars and lectures with our previous knowledge and experiences.

- The course Mathematics Education was a very valuable support for us that deepened our knowledge of teaching and different methods students can use to get the same answer. Parts of the course helped us to gain more understanding and knowledge of how we can use concrete materials and link it to teaching mathematics. The course gave clear information about the purpose of both formative and summative assessment in mathematics, as well as various resources and materials to stimulate students' learning in mathematics. All the information and knowledge we gained in the course was directly useful in teaching mathematics.

We have been working as supplementary teachers before our education and our experience was that our qualification was not fully recognized before we completed the *Bridging Programme*. The further education provided a new understanding of how the system and schools work in Sweden. This was made possible through the internship, relationship with lecturers and the license which gave us the ticket to different opportunities.

#### **Researching Biographical Narratives of Forced Migration and Professional Repositioning: How do Autobiographical Narrative Interviews help/hinder Understanding?**

Lisa Gulich (Technical University Dresden, Goethe-University Frankfurt, Germany)

Over the last five years, various research projects have been dedicated to the procedures of (re-)qualification of refugee teachers. Research on institutions and programs of professionalisation has analysed these programs or how they are subjectively perceived by participants (Kremsner, Proyer & Biewer, 2020; Terhart, Preuschoff & Elshof, 2020; Terhart i.p.: Wojciechowicz, Niesta Kayser & Vock, 2020). Focusing on teachers of migrant background trained in Germany, further research has been conducted with regards to the interlacing of professionalisation and biographic research (Akbaba, 2017; Akbaba, Bräu & Zimmer, 2013; Fabel & Tiefel, 2004). Very few investigated are the subjective perceptions of refugee teachers concerning the influence of their biographies on their professional repositioning. This research gap is the point of departure for my PhD-project. I investigate



into the ways on how biographical narratives and narrations of forced migration affect pedagogical professionalisation and professional repositioning. Since the project is at an early stage, my paper addresses methodological issues. Interviews do not simply/only generate material to be analysed by researchers. They generate places of interaction where at least two other questions surface: To what extent can talking in autobiographical narrative interviews be empowering and what role does language (capacity) play? So far, my data consists of participatory observation, field notes of informal talks and four autobiographical narrative interviews. During the preparation, conduction, and the transcription of the interviews, I always encounter one challenge: spoken language and translation. However, by using the autobiographical narrative interview it is up to the interviewees to decide what and how to narrate. Often considered as (vulnerable) refugees in the first place and only secondly as professionals, interviewees are enabled to act, and this can be understood as a shift in perspective from vulnerability to agency. How can this hypothesis be tested empirically? Which are the markers of an empowering narration? From the four interviews already conducted, the interviewees 'chose' the majority language German – although I offered English and French as mediating options. In only one of three interviews, German and English were spoken in alternation and in the fourth interview several words and/or passages in Arabic were translated by family members present. The preference of majority languages over native language(s) not only points to ethical problems of linguistic discrimination. Also, in terms of vulnerability and agency, the question arises as to which language allows which aspects of experiences/stories to be told or not told. Is talking in German to be understood as a restriction or as a protection? Can limited access to vocabulary serve as an excuse to tell only superficial stories at certain points or not to speak further? And how to deal with an 'imperfect' transcript? Even before deciding to what degree an interview passage can be smoothed for publication – how does a potential misunderstanding on the grammatical or lexical level affect interpretation of the data? Is this problem solved by only sampling interviewees with a certain ability to speak German – or does this distort the sample to an unnecessary degree? Which participative and/or non-linguistic approaches can be taken into consideration to redesign further interviews?

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### **Re-Entry of Refugee Teachers: Challenges and Opportunities in Everyday School Life** Silke Hachmeister (University of Bielefeld, Germany)

Re-entry into schools is associated with obstacles and challenges for recently immigrated and refugee teachers. As highly skilled teachers with specialist knowledge and professional experience, and also because of their language of origin and cultural background, they bring with them particular qualifications that can be highly beneficial for schools. In order to make these potentials usable and to offer these teachers a better perspective, some universities provide programmes to support the re-entry into professional teaching. The qualification programme *Lehrkräfte Plus* (Teachers Plus) is aimed at teachers with a refugee background and from Non-EU-countries to give them an insight into the German school system and prepare them for employment in schools. After completing the one-year programme, graduates have the opportunity to be supported through the follow-up programme *Internationale Lehrkräfte Fördern* (ILF, furthering international teachers), even during their subsequent re-entry into school. With this entry, many of the teachers have their first practical work experience as professional teachers at German schools. Despite specifically designed courses in pedagogy, subject didactics, a German language course

and an internship integrated as part of the *Lehrkräfte Plus* programme, therefore, new surprises, challenges and disappointments arise.

In order to identify these new experiences, remaining and new challenges and possible potential, a qualitative study was conducted in summer and autumn 2020 with graduates of *Lehrkräfte Plus Bielefeld* and participants from the host schools. The focus of the study was on mutual requirements and possible needs for support as well as the opportunities that might arise from the cooperation in the schools. In interviews with selected teachers, school directors and mentors, concrete practical experiences, structural framework conditions and perspectives of the teachers were addressed. In this presentation, some of these results will be outlined and potential strategies and recommendations for the re-entry and integration of recently immigrated teachers will be discussed.

### **Ambivalences in the Conflicting Positions of Being a “Refugee” and being a “Teacher”**

Jacqueline Hackl, Camilla Pellech & Jelena Stanisic (University of Vienna, Austria)

The *Certificate Course Educational Basics for Displaced Teachers* is a one-year requalification programme offered at the Postgraduate Center of the University of Vienna since 2017. The Course covers the educational basics of the regular Austrian teacher training. Its goal is to get internationally trained teachers with forced migration background access to their (former) profession: the school job market and specifically being able to work as secondary school teachers in Austria. Experiences of alumni of the first three courses showed, that the reentrance does not take place that linear as intended when initiating the course.

The suggested contribution is based on two group interviews with participants (now: alumni) of the Certificate Course. The interviews were analysed with the tools of Clarke’s Situational Analysis (2005). One crucial step of analysis is making a so called “position map”, where interviewees position themselves in a coordinate system square. By choosing the axes of „refugee” and „teacher” for the analysis, we can show that the path to re-entering the school job market is not as straightforward as initially assumed and hoped by the participants. Instead, they are confronted with ambivalent and contradictory positions within this field. Furthermore, taking part in the Certificate Course does not seem to enable the participants to take a position as a teacher without their refugee experience playing a

role. Instead, they are confronted with the position of being a refugee and being a teacher at the same time, which is experienced as an ambivalent position.

The presentation will enlighten how the participants of the Certificate Course initially assumed their path to be and how this assumption changes throughout the Course. Also, it will reflect critically on the created need for requalification and its underlying deficit-oriented construction. Through our work we can furthermore highlight some methodical possibilities.

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#### **The Long and Winding Path of (Not-so Recently) Immigrated Teachers: Professional Transitions in Alberta, Canada – 10 years on** Sandra Janusch (University of Washington, Continuum College, USA)

The *Transitions to Alberta Classrooms* (TAC) program launched in Februar 2008 through a partnership of the University of Calgary and the Calgary Board of Education in Alberta, Canada. This professional bridging program for internationally educated teachers was designed with the vision of addressing underemployment of international teachers in Calgary, many of whom could not obtain positions outside of the school lunchroom or as educational assistants.

The TAC program was offered to qualifying teachers in an intensive six-month format with 360 hours of classroom instruction in educational theory, and 360 hours of practicum teaching in local schools. The English language component of the program included the development of professional language ability and clear communication taught, practiced, and applied through an integrated model of language instruction for specific purposes.

The TAC program met many of the requirements for requalification set by the provincial accrediting body, Alberta Education. While the teachers had extensive training in their subject areas in their home countries, many of those teacher preparation programs were deemed lacking courses in pedagogy, technology, and inclusive education, which are required for teachers in Alberta. Some of the participating teachers also required further

English language training in order to meet proficiency requirements for teacher certification.

The TAC program addressed other barriers for the internationally educated teachers in gaining employment in Canada: local teaching experience and references. As a result, two separate practicums were integrated in the TAC program to provide opportunities for the teachers to demonstrate their proficiency in lesson planning, teaching methods and understanding of the curriculum, while also building a network of mentors and peer relationships in local schools. The program integrated interviewing, resume writing, and professional networking skills to assist the teachers in their job searches post-program.

The first cohort of TAC teachers included eight teachers from Argentina, the Congo, Hong Kong, India, Japan, Pakistan, Russia, and the Ukraine. In total, the TAC program hosted four cohorts, for a total of 50 teachers during 2008 to 2011. The TAC program no longer exists in its initial format; it moved solely to the University of Calgary in 2012 and is currently offered as a graduate certificate program entitled, *Bridge to Teaching*.

This session will present a longitudinal view of the professional journeys of twelve of the TAC participants almost 10 years after finishing in the program. Analysis of surveys conducted in 2020 will highlight the professional integration experiences of the participating teachers from their own perspectives. This data provides a mechanism for greater understanding of long-term outcomes of professional bridging programs for internationally educated teachers, as well as highlighting specific program components that had lasting impact. It also surfaces important elements of the training that were missed or left out of its design. As we learn more about the successes and challenges of those who have walked the long and winding path of requalification and transition in education in Canada, we may rethink and redesign current programs to better serve recently immigrated or refugee teachers in Europe and beyond.

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### **Experience with the Bridging Programme IGEL to prepare Refugee and Migrant Teachers for Supplementary Qualification in Teacher Training at University**

Katja Kansteiner, Bettina Kumpfert-Moore & Anika Schneider (University of Education Weingarten, Germany)

At the University of Education in Weingarten the *IGEL programme* – “Integration of Refugee Teachers in Teacher Training” (<https://aww-phweingarten.de/de/weiterbildung/igel>) – has been running for about four semesters offering among others a preparatory course in educational science. The programme serves refugee and migrated teachers who have to pass additional university studies in order to be allowed to work as a full teacher in Baden-Württemberg, Germany. The teachers spend a couple of weeks working on selected pedagogical and psychological issues that are main topics in regular teacher education in Germany. Also, the teachers are being accompanied to accomplish assignments that are typical in university studies. As a bridging programme the classes take into account that the participants have already worked as teachers in another country and aim at getting them familiar with professional demands of teaching in German schools and of working scientifically as a student in universities in Germany.

The speech reports from four strands of an interview study regarding their path through university studies and their experiences during their internships in schools. Laying out negative and positive experiences of the participants possible enhancements of a programme like IGEL are finally discussed.

### **Discrimination, Language and Race in Ireland**

Rory Mc Daid & Garret Campbell (Marino Institute of Education Dublin, Ireland)

Teaching is an increasingly mobile profession (Bense, 2016; Cho, 2010). The recruitment and integration of migrant and/or minority ethnic teachers has been identified as an

important policy objective both nationally (Government of Ireland, 2020) and internationally (European Commission, 2016). Despite these clear policy aims, there remains a persistent lack of diversity in the teaching profession in Ireland (Walsh & Mc Daid, 2019; Keane & Heinz, 2016). Census data, in addition to other sources, suggest a significant number of Immigrant Internationally Educated Teachers (IETs) in Ireland (CSO, 2016). However, these teachers are not currently teaching in Irish public primary and post-primary schools (Mc Daid & Walsh, 2016), despite increasing issues of teacher supply in key areas (O'Doherty & Harford, 2018).

The *Migrant Teacher Project* in Marino Institute of Education is tasked with increasing participation of IETs in Irish schools. The project is funded by the European Asylum Migration and Integration Fund, through the Department of Justice and Equality, and the Department of Education and Skills. Drawing on a quantitative sample of 240 IETs and concurrent qualitative work with primary and post-primary principals and IETs generated through focus groups, course work, reflections and course evaluations, this paper identifies, briefly, some of the key barriers faced by these teachers, both in registering as teachers and in securing employment. The paper proceeds to interrogate the impact of these experiences in relation to IET's reflections on their experiences of racism and linguistic racism in their engagement with the education system in Ireland. Couched within broader reflections on the issue of racism in Ireland, paying attention to migrant minority ethnicity and the experiences of members of the Irish Travelling Community, and tracing the historical genesis of the Irish education system, the presentation analyses these data through a Bourdieuan lens, paying particular attention to ways in which power has been, and continues to be, exercised by the State in regulating access to prestigious mainstream teaching positions. The presentation proceeds to root these analyses within Kitching's (2014) work on 'race moves' arguing that certain immigrant teachers have been racialized as other on the basis of an absence of proficiency in the Irish language.

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**KUULUMISA – An Education Program for Immigrants, Ethnic Minorities and Finnish Education Personnel Working with Immigrants**  
Minna Mäkihönko (Tampere University, Finland)

Achieving qualified teacher status in host countries has always been a key aspect of the recognition of foreign teachers and their need to use their skills to avoid brain waste. For ten years Kuulumisa, an education program at Tampere University's Faculty of Education and Culture in Finland has enabled immigrants, ethnic minorities and Finnish education personnel working with immigrants to qualify as classroom and subject teachers. This has been undertaken by organizing a professional qualification for teachers comprising teacher's pedagogical studies (60 ects) and classroom teacher's multidisciplinary studies (60 ects). The education is organized only in Finnish because a key policy requisite to work in Finland as a teacher, is having sufficient local language proficiency. It is believed that proficiency in the Finnish language promotes integration into Finnish society. The education program at Tampere University aims to

- 1) organize high-quality education for a focused group so that they can work as fully qualified classroom and subject teachers in Finland,



- 2) promote linguistically aware and culturally responsive education,
- 3) promote multicultural competencies in teacher's education and
- 4) promote social integration for immigrants and ethnic minorities through aligning teacher's qualification, teaching practice and holistic guidance and supervision.

The main aims of this presentation are to introduce the education program which is offered to immigrants, ethnic minorities and Finnish education personnel working with immigrants at Tampere University and to give voice to the students who have studied in *Kuulumisia* education program as their feedback is critical in strengthening the program offering. Students' narratives were provided and analyzed with an evidence-based approach for the *Kuulumisia* program to respond to the research question on how the program has promoted a formalization of teaching qualifications for registered students in reaching the programs' objectives. This is significant because the *Kuulumisia* complementary education program is systematically developed in co-operation with students, teachers, researchers and reference groups. At the core of this development is open dialogue, evaluation and feedback and research.

### **Commonwealth Research Experiences and Efforts on Migrant Teachers' Qualification Recognition**

Sadhana Manik (University of KwaZulu-Natal, South Africa)

This paper encapsulates a discussion of the experiences of immigrant teachers regarding qualification recognition, their views about the process, their decision-making and repercussions in contexts within the commonwealth. The data derives from empirical research, namely international teacher migration studies of South African and Zimbabwean teachers in two host countries, one in the global north and the other in the global south. I thereafter link this to a discussion of the tool advocated by the commonwealth and report by Keevy and Jansen (2010) on the recognition of teacher qualifications within the commonwealth, with a view to highlighting the nuances and complexities of recognising the qualifications of immigrant teachers.

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## Critique of the Notion of Professionalism in Teacher Education in an Era Super-diversity Lilach Marom (Kwantlen Polytechnic University, Canada)

The notion of superdiversity recognizes a tremendous increase in the categories of migrants in Western countries, "not only in terms of nationality, ethnicity, language, and religion, but also in terms of motives, patterns and itineraries of migration, processes of insertion into the labor and housing markets of the host societies, and so on" (Vertovec, 2007, 1025).

The core notion of what constitutes teachers' professionalism requires re-examination in light of these changes. For example, pre-service and in-service teachers must be deeply prepared to meaningfully engage with the diversity of the student body, particularly since schools and teacher education programs were designed for White teachers with "mainstream" White students in mind (Sleeter & Milner, 2011). Currently, few teacher education programs require pre-service teachers to undertake coursework in cultural and linguistic diversity; as a result, teachers are generally not prepared for cultural and linguistic differences they will likely encounter in their classrooms.

I argue that Internationally educated teachers (IETs), who as an outcome of current immigration are often also of racialized groups and speakers of languages other than English, are an asset to the teaching profession in a time of internationalisation and superdiversity. Consequently, their ability to recertify and find employment in a new country underpins the successful diversification of the teaching profession at a global level. Meanwhile, IETs face multiple barriers in the recertification process. Recertification processes, particularly in regulated professions, disseminate prevalent knowledge, local policies, and nuanced cultural norms with which newcomers to the profession may not be familiar. However, they may also reflect arbitrary practices that gained prominence within the historical construction of a certain professional field. When it comes to IETs, recertification processes often overlook the diverse knowledge and perspectives that IETs possess, and thus limit their potential to enrich and diversify the teaching profession.

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### **A process of Professional Transition. Migrant teachers in the Bridging Programme in Sweden**

Larissa Mickwitz & Annika Käck (Stockholm University, Sweden)

In Sweden, a group of students in teacher education have a refugee or migrant background. Some of them have a foreign teaching degree and wish to complement their studies in a *Bridging Programme* to become eligible to teach in Swedish schools. Others are studying a *Fast track* for migrant teachers for beginning their path to the teaching profession. There is a lack of studies examining the learning process this group of teachers undergoes to become legitimate members of the teaching community in a new country. This study aims to deepen the understanding of this process by investigating two perspectives: the educators at the programmes for migrant teachers and the migrant teachers participating in these programmes.

The empirical material in this study was drawn from four focus group interviews: two focus groups with ten migrant teachers coming from nine different countries, and two focus groups with seven teacher educators at a University in Sweden. From the perspective of teacher educators, the migrants appreciate a teaching that connects theory and learning activities in order to become familiar with the specific school context of Sweden. They express how important it is for this group to get the opportunity to discuss similarities and differences between the educational systems, processing new content in relation to former education and experiences. The migrant teachers are not a homogenous group, and their ways of describing the process varies. However, they all highlighted the importance of professional language requirements and in understanding the new teacher role and professional relations to students. Furthermore, the migrants expressed that they needed

to discuss the foundation of norms and values of the educational system since they sometimes come from an entirely different societal environment.

In our study, learning is understood as a process which involves the individual and the practices that is involved. In this process newcomers are supposed to understand, engage and handle the structure and activities in the communities of practice which they are supposed to be a part of (Lave & Wenger 1991). The migrant teachers in our study were part of the teacher community in their countries of origin. During their time in the *Bridging Programme* for foreign teachers, they are beginning a process of re-entering the teacher community in a new country. This study underscores the importance of understanding the process that migrant teachers undergo in order to become members of the teacher community in the new country.

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#### **Panel Talk: International Teacher Mobility. Teacher Experiences and Recommendations in a European and Global Perspective**

Moderation: Michelle Proyer (University of Vienna, Austria)

Discussants: Maher Arshinak (former participant of the Fast-Track and the Bridging Programme Stockholm University, Sweden), Katharina Bense (Department of Education, Perth, Australia), Arife Koç (former participant of the Cologne programme, Germany), Nadine Moore (Kuwait) & Davood Zeinlou (former participant of the Viennese programme, Austria)

In the panel talk, the topic of international teacher mobility will be considered in a global perspective. Teachers from different countries who have become mobile for different reasons and under different circumstances will talk about their experiences and expectations on the topic of professional re-entry after migration. Experiences and different perspectives will be exchanged, common ground in the issue of changing the school system as a teacher will be addressed and recommendations will be discussed.

## Research and Practices in Teacher Education for Supporting Students with Immigrant and Refugee Background in Iceland

Hanna Ragnarsdóttir (University of Iceland, Iceland)

As the diversity of the population of countries worldwide grows, the education systems in these countries reflect this diversification both in regard to students and teachers. The diversification of education systems worldwide calls for innovative responses to counter-act the marginalization of teachers with immigrant and refugee background as well as creating opportunities and access to teacher education for students of immigrant and refugee background. Research has indicated various challenges in relation to this, such as different views on education, language issues and lack of opportunities (Schmidt, Young & Mandzuk, 2010; Stikhin & Rynkänen, 2017).

A growing number of teacher students with immigrant and refugee background attend education programs at the University of Iceland. Some of these students have already finished higher education programs in their countries of origin, while others begin their university studies in Iceland. This group is very diverse, reflecting the diversity of migrants and refugees in Iceland (Government of Iceland, 2020; Statistics Iceland, 2020).

The paper presents some findings of recent research with immigrant students at the University of Iceland (Benediktsson & Ragnarsdóttir, 2019, 2020; Benediktsson, Wozniczka, Tran & Ragnarsdóttir, 2019). The findings indicate that the students appreciate culturally responsive teaching methods and diverse methods of assessment. Furthermore, they call for clearer rules and guidelines concerning language use in the submission of assignments and in exams.

The paper also presents a number of initiatives that have recently been developed at the School of Education, University of Iceland to respond to the challenges and needs of students with immigrant and refugee background. These initiatives include the program International Studies in Education, as well as various support initiatives for new students, such as a course for new students in teacher education to assist with terminology and language issues and a Centre for writing which provides support in writing in Icelandic and English.

There is, generally, a growing understanding and interest of teacher educator at the School of Education for including and supporting student teachers of immigrant and refugee

background. A research group of 15 teacher educators at the School of Education was established in 2017 to develop research and teaching practices for diverse groups of students. Furthermore, there is a growing understanding of the importance of diversifying the “field” by recruiting and appointing diverse teachers for all school levels. Still, many challenges remain unresolved, such as language issues and lack of lifelong learning opportunities for teachers in the field.

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**Language competencies in the Teaching Profession – a Comparative Perspective**  
Anatoli Rakhkochkine & Madeleine Flötotto (University Nuernberg-Erlangen, Germany)

National systems of education are often caught in the field of tensions between the interests of different language groups in a society and the importance of a lingua franca in the process of nation building. The research demonstrates that the monolingual habitus as the vision of one national language in the system of education to a high degree forms

expectations and requirements regarding the language competencies in the teaching profession in most European countries. However, the perspective of comparative education provides a more differentiated picture of this problem, in particular in multilingual countries with the colonial past. The presentation discusses the methodological potential of the comparative perspective for the analysis of language competencies in the teaching profession and the obstacles for the international teacher mobility and provides examples from Germany, South Africa and Malaysia.

### **Successful Career Trajectories of Internationally Educated Teachers in Rural and Indigenous Education Contexts**

Clea Schmidt (University of Manitoba, Canada)

While much of the research on internationally educated teachers (IETs) in Canada and other immigrant-receiving jurisdictions has focused on the barriers to their recertification and hiring (e.g., Schmidt, 2010; Schmidt & Schneider, 2016), some of Canada's early programming efforts to support the professional integration of IETs have yielded success. In particular, a rural Manitoban school division catering predominantly to Indigenous students offers a salient case study. IETs in this setting have not only successfully resumed their careers, but thrived over the long-term as award-winning educators, school leaders, and mentors in a complex and challenging educational context. This presentation shares findings from critical qualitative research undertaken with these teachers, with a view to shattering the paradigm of deficiency that continues to inaccurately and unjustly characterize the contributions of IETs in much of the public and educational discourse.

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**The Policy Dimension on Teacher Migration within the European Union**  
Dennis Sinyolo (Education International, Brussels, Belgium)

In the presentation an analysis of global and regional migration treaties is given and the implications on teacher migration policy in Europe are discussed. Particularly the 'facilitators' and 'blockers' of teacher migration both to and within the European Union are examined and policy options for managing teacher migration in Europe are proffered.

**R/EQUAL – Requalification of (Recently) Immigrated and Refugee Teachers in Europe: Empirical Findings and Practical Outputs of an ERASMUS+-Strategic Partnership in Higher Education**

Henrike Terhart (Cologne, Germany) together with Davood Zeinlou (Vienna, Austria), He-lén Bodström & Maher Arshinak (Stockholm, Sweden), Ahmet Sükrü Bal & Petr Frantik (Cologne, Germany) & Esther Dam (Weingarten, Germany)

The R/EQUAL cooperation was funded as an ERASMUS+-partnership by the European Union since fall 2018 with the aims of a) connecting the European partner universities Cologne, Vienna, Stockholm and Weingarten that offer programmes for (recently) immigrated and refugee teachers and b) multiply knowledge and to network with universities that (would like to) provide corresponding services.

In the introductory presentation the results of the cooperation project R/EQUAL are presented. This includes results of research conducted on the programmes with and partly by the participants of the programmes due to the participatory approach chosen. The results are compiled in

- a transnational framework on national regulations,
- a manual on language learning in multilingual contexts in Higher Education,
- a toolbox of teaching and learning methods regarding heterogeneity in schools and in Higher Education as well as
- a digital library on the topic of teacher professionalisation and international teacher migration.

The results will be accompanied by the presentation of the evaluation of the chosen participatory approach in R/EQUAL.

R/EQUAL website: <https://blog.hf.uni-koeln.de/immigrated-and-refugee-teachers-requal/>



### **Lehrkräfte Plus Web Portal – Developing Virtual Networking Spaces**

Marie Vanderbeke & Annika-Luisa Simon (Ruhr-University Bochum, Germany)

The *Lehrkräfte Plus* network in the state of North Rhine-Westphalia (Germany) was founded in 2020. At five universities, one-year programmes are offered, which are specifically designed to further the professionalization process of recently immigrated (refugee) teachers. These partnering programmes are supported by the German Academic Exchange Service (DAAD) with financial means of the Ministry of Culture and Science of the German State of North Rhine-Westphalia. Furthermore, they are cooperating with the Ministry of School and Education of North Rhine-Westphalia, the district governments as well as the foundations Bertelsmann-Stiftung and the Stiftung Mercator.

Within the network, universities share information and experiences made in the local programmes. A central project is a jointly developed web portal, which, on the one hand, offers a public section with information regarding the opportunities for internationally trained teachers to re-enter their profession again. On the other hand, a log-in area with online learning modules and further material for participants and alumni as well as lecturers in the programmes is provided. The presentation gives insights into the (development of the) *Lehrkräfte Plus* web portal.