




Teacher Education for Diversity and Equity: The Case of Flanders

A Mixed-Methods Study

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Agenda

- Background
 - Problem
 - Literary Review
 - Methodology
 - Results & Insights
 - Reflections
- 

Background

"Education is the point at which we decide whether we love the world enough to assume responsibility for it... And education, too, is where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, nor to strike from their hands their chance of undertaking something new, something unforeseen by us, but to prepare them in advance for the task of renewing a common world."

Hannah Arendt

Globalization and New Climatic Regime

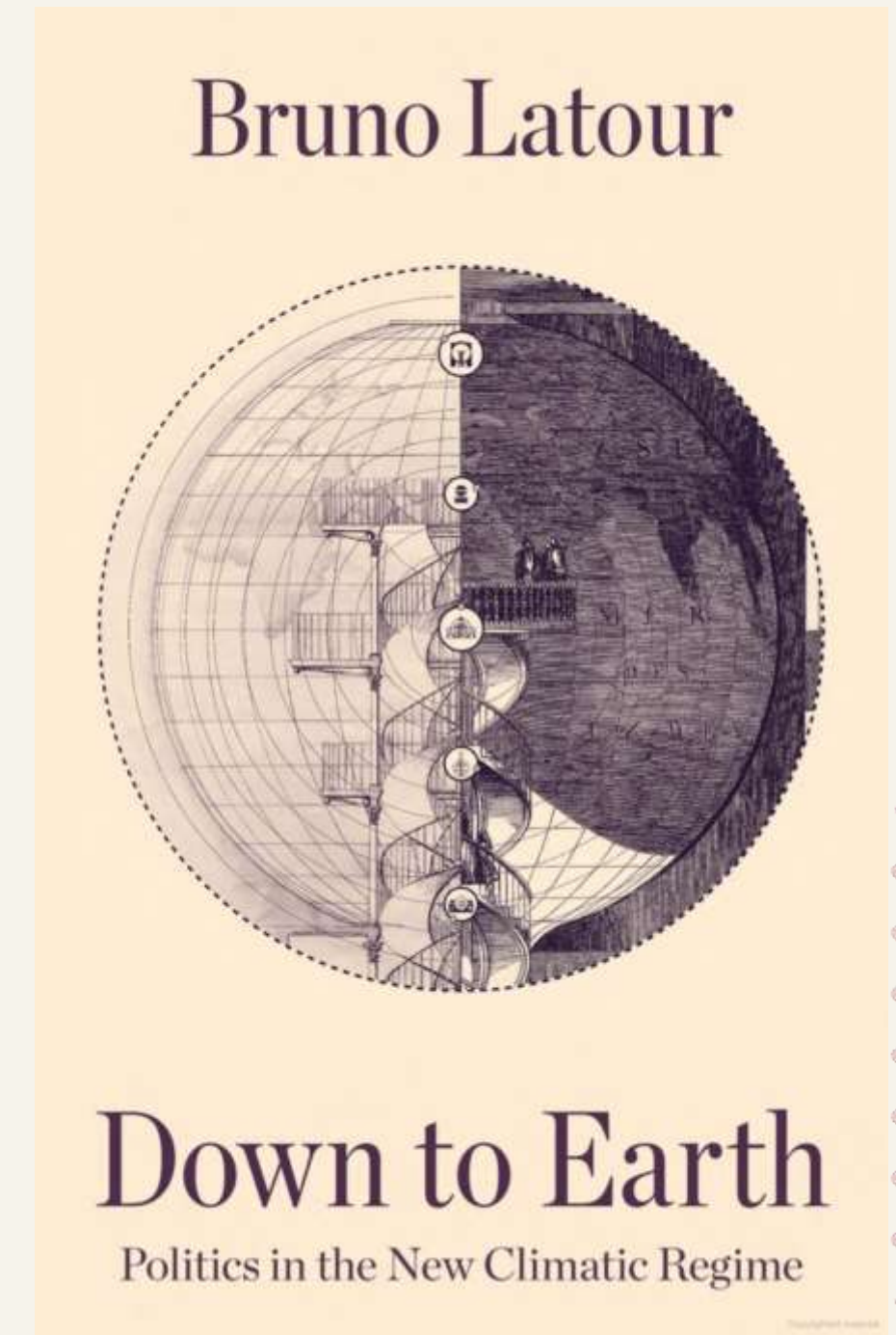
escalating climate crisis

explosion of social inequalities

Super diverse educational spaces

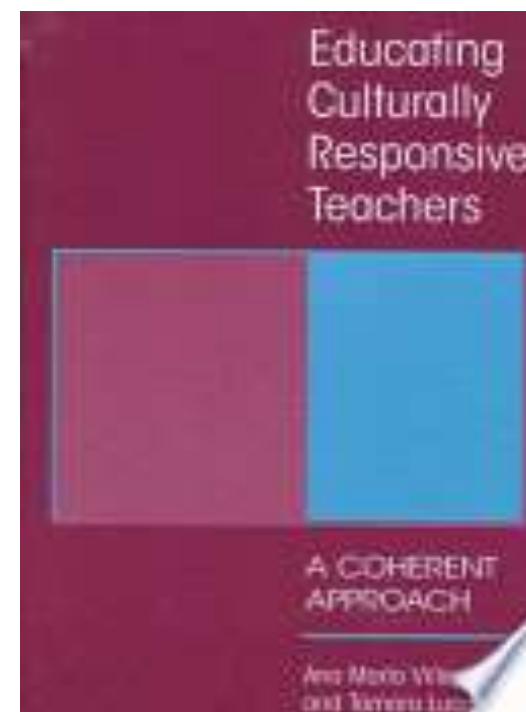
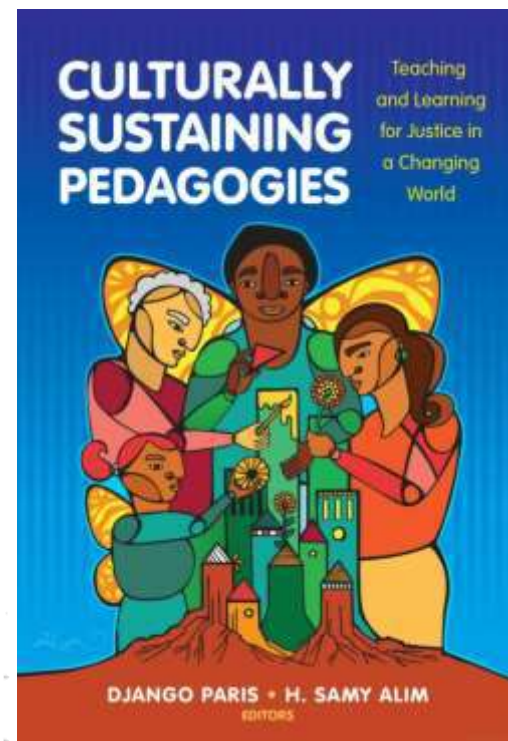
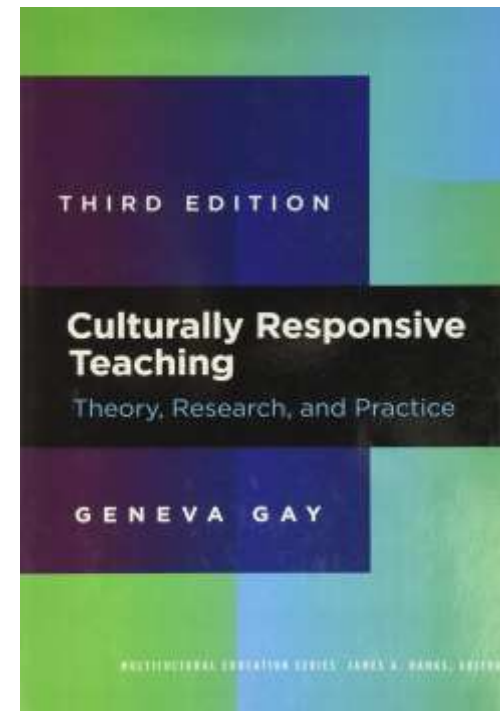
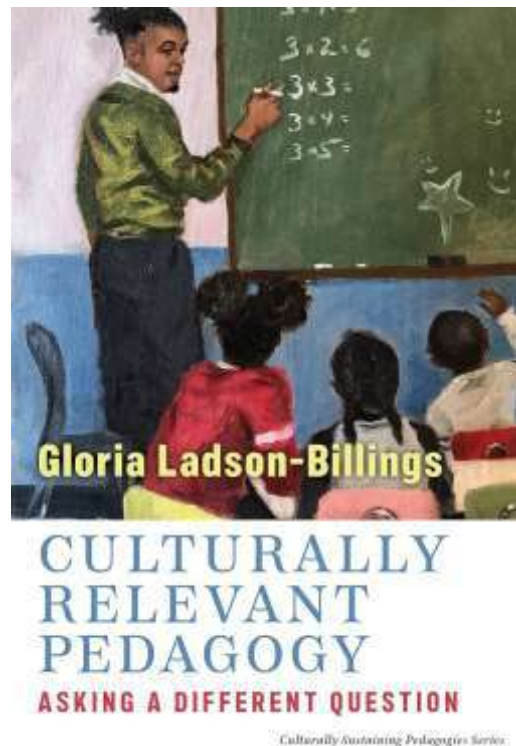
Inequities in education

Well-prepared, qualified teachers



What do educators need?

Multicultural & Intercultural education



Cultural expertise

diverse cultural perspectives
cultures and languages as resources

Inclusive pedagogy

adapting teaching materials
combating racism, biases, & prejudices

Critical reflection

ongoing critical reflection
cultural biases and assumptions

Teacher education for social justice and equity

Expand knowledge
&
Challenge biases

Comprehensive preservice curricula

inclusive content
socio-political contexts of education
history of educational inequities
critical pedagogies

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

Flanders: A unique context

Overrepresentation

(pre-primary and primary)

A need for better preparation (TALIS, 2018).

Diversity-Related Burnout

Significant resistance

77% of teachers favor punitive measures against students using home languages in school (Pulinx et al., 2017).



Problem

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Integration of diversity, equity, and social justice into teacher education

How and in what ways?

The influence on knowledge and beliefs?

First RQ

How do teacher education programs in Flanders integrate diversity and equity into their curriculum?

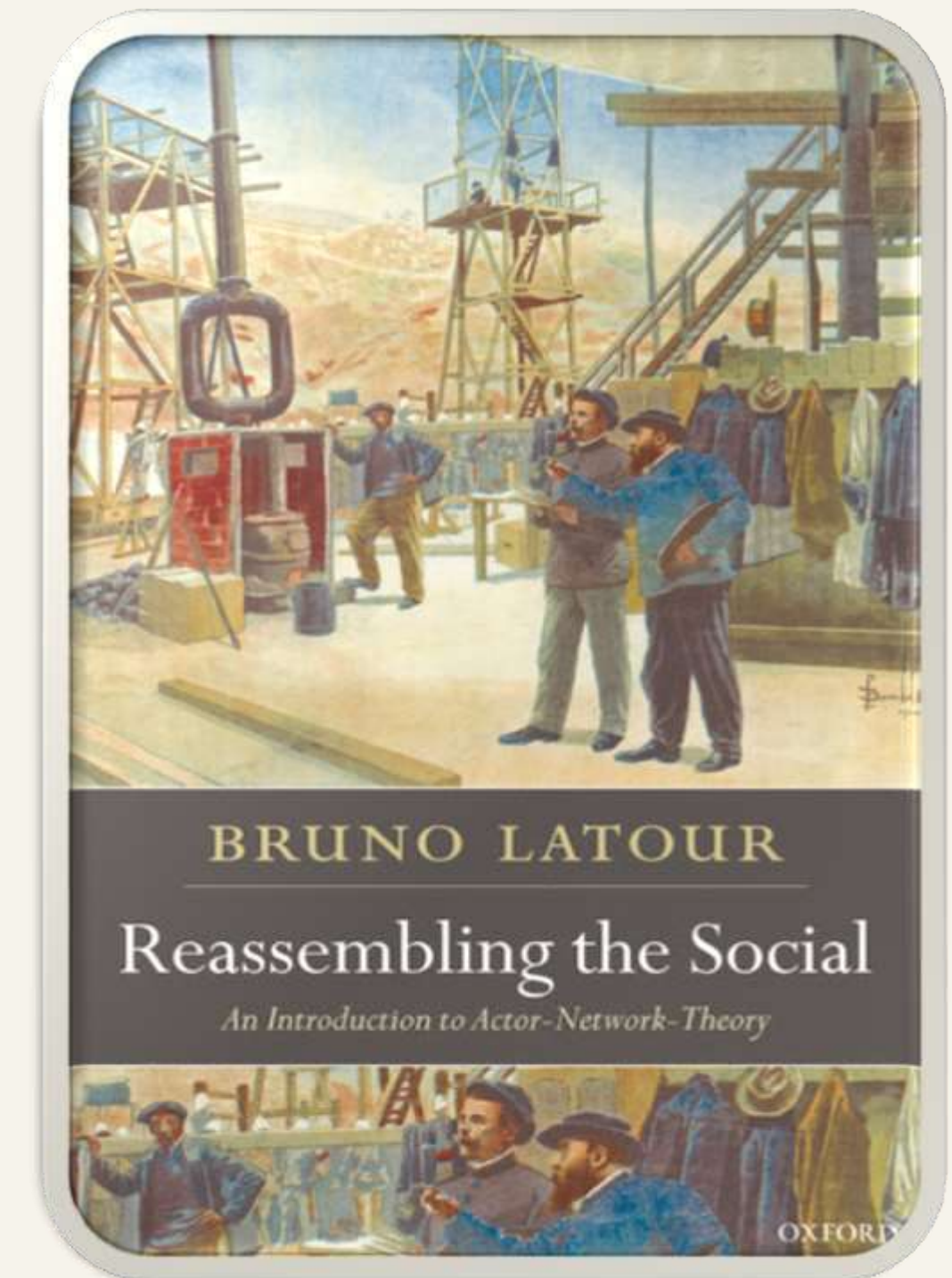
Second RQ

What role do theoretical courses and internships play in shaping teachers' knowledge and beliefs about diversity?

The Social World as a Network

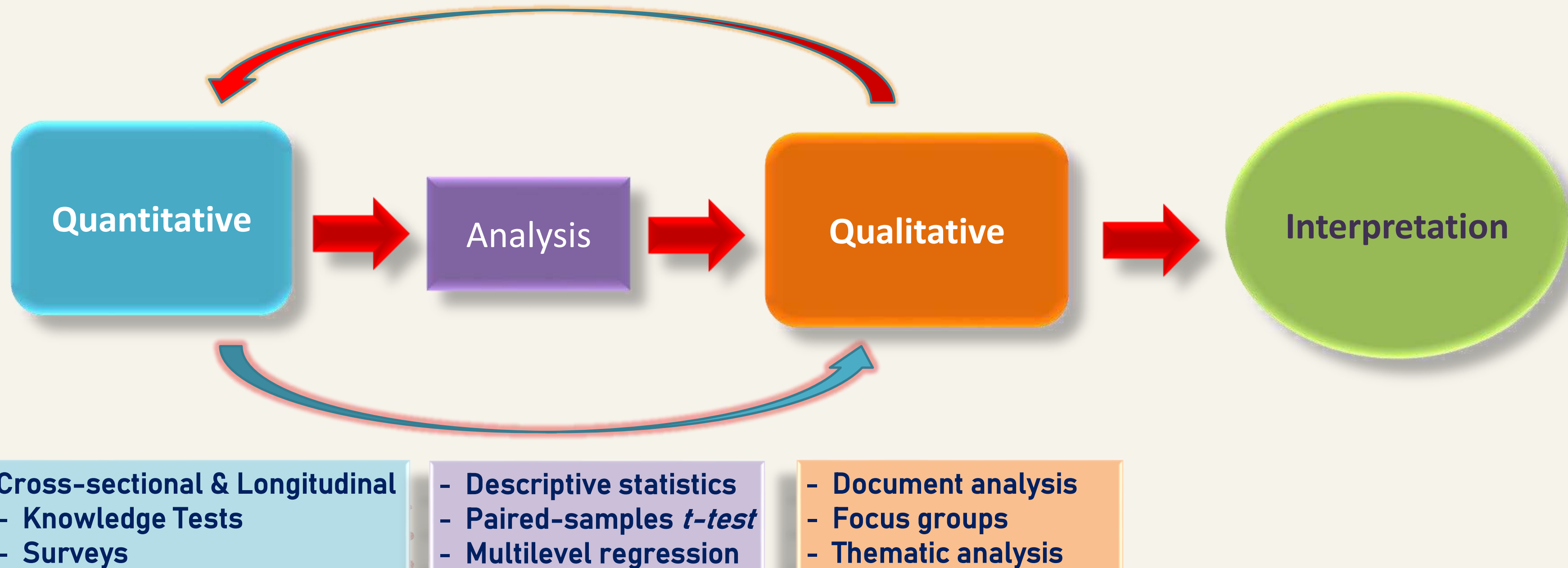
Actor Network Theory (ANT)

- Non-humans as actors
- Networks and associations
- Decentering the social



Methodology

Explanatory mixed methods design



The *intended* curriculum (curriculum on paper)
Quantitative scan & Thematic analysis



Diversity
Language
Pedagogy
Social interaction & Identity
Parental Involvement
Community & school

(Severiens, Wolff, van Herpen, 2014)

Holistic

Commitment

Greater emphasis

Year on year integration

Community-based internships

Fragmented

Superficial attention

Isolation

Add-on

Knowledge

Diversity pedagogical content knowledge (DivePACK)



Shulman (1986)

General Diversity Knowledge (GDK)

Factual & Conceptual knowledge

Diversity Pedagogical Knowledge (DPK)

Pedagogical forms and representations

Diversity Content Knowledge (DCK)

Critical understanding of the content

(Dursun, Agirdag, & Claes, 2021)

What percentage of the population in Belgium is Muslim?

- a. **Less than 10%**
- b. Between 10 and 20%
- c. Between 20 and 30%
- d. Between 30 and 40

Teacher Ilse says to her colleagues: "I don't care if they are white, brown or purple. I don't see any colour, I see only students." Miss Ilse's attitude is:

- a. Good, because she ensures that all student performs well regardless of their origin
- b. **Wrong, because Miss Ilse forgets that the color or origin of the students can unconsciously influence her**
- c. Good, because that is how Miss Ilse sets a good example
- d. Wrong, Miss Ilse is better not to talk about the differences

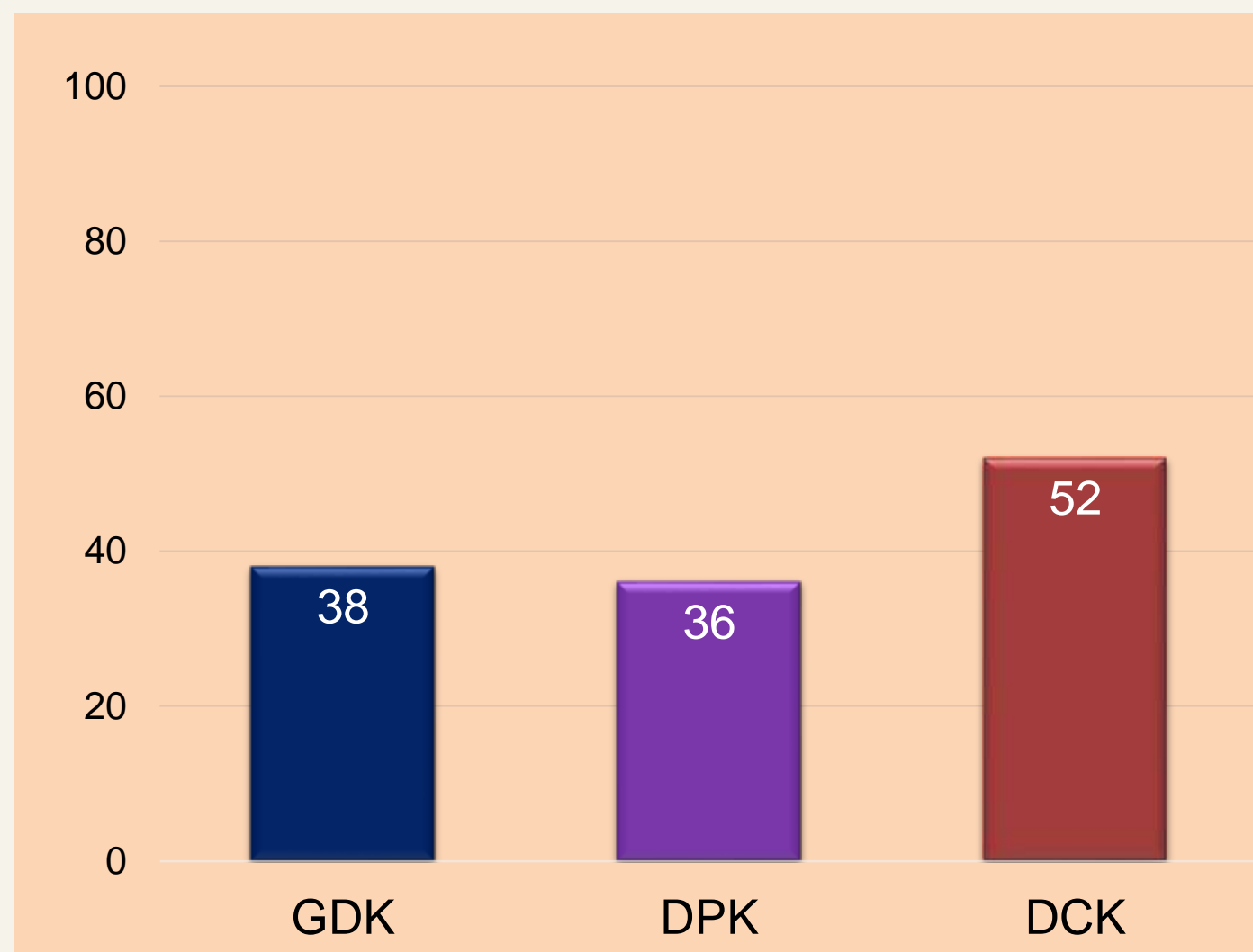
Beliefs

Home language beliefs (*Pulinx, Van Avermaet, Agirdag, 2017*)

1. Students should not speak their home languages on the playground.
2. Students should not speak their home languages in the classroom.
3. Students could be punished for speaking their home languages at school.
4. If students are allowed to speak their home languages, other students will be excluded.
5. A school library must also offer books in students' home languages.
6. Students should have an opportunity to learn their mother tongue at school.
7. Schools should offer regular subjects in the pupils' mother tongue.
8. In the classroom, students should be allowed to help each other in their mother tongues.



KNOWLEDGE

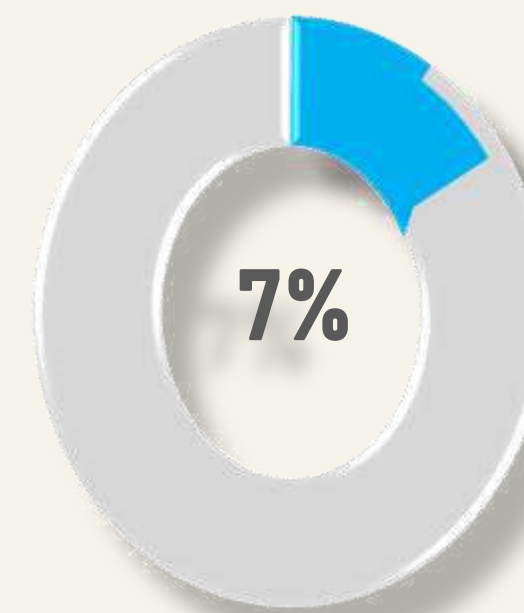
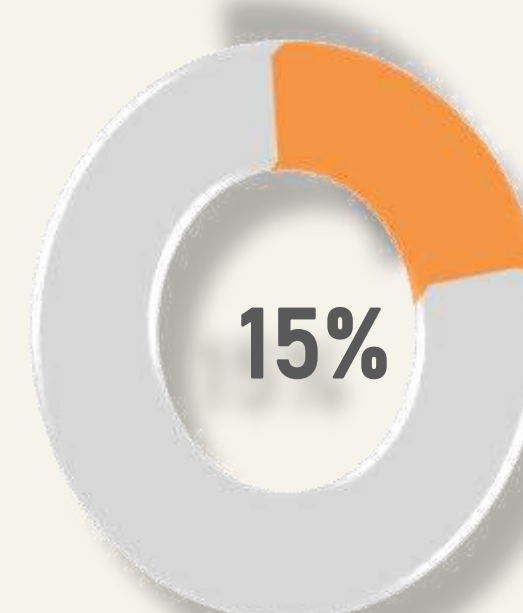
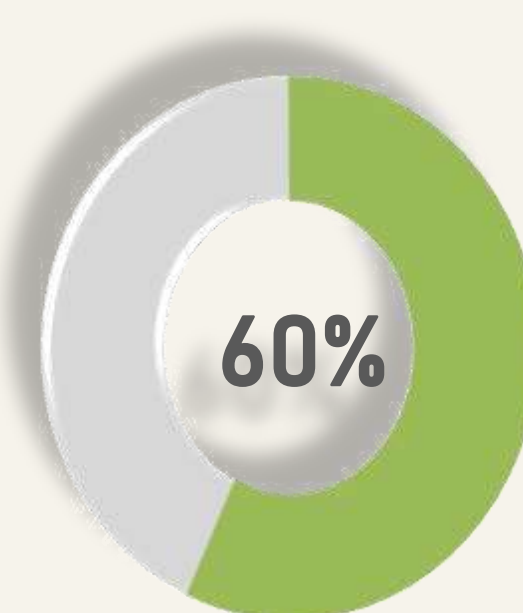


BELIEFS

Students should not speak their home languages in the classroom

Students should be able to learn their mother tongue at school

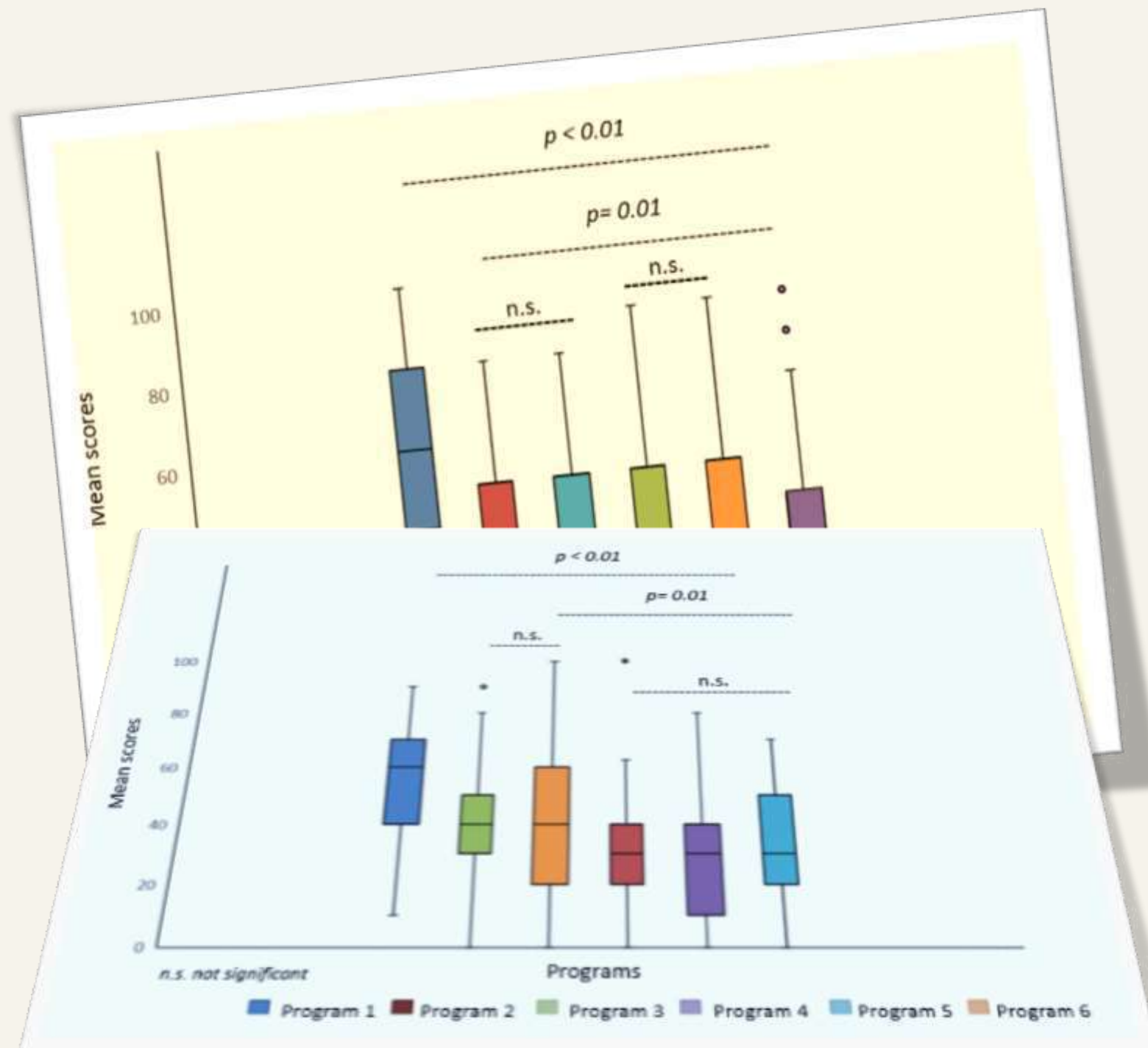
Schools should offer regular subjects in the students' home languages



(Dursun, Claes, & Agirdag, 2023)

Holistic vs Fragmented

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Knowledge

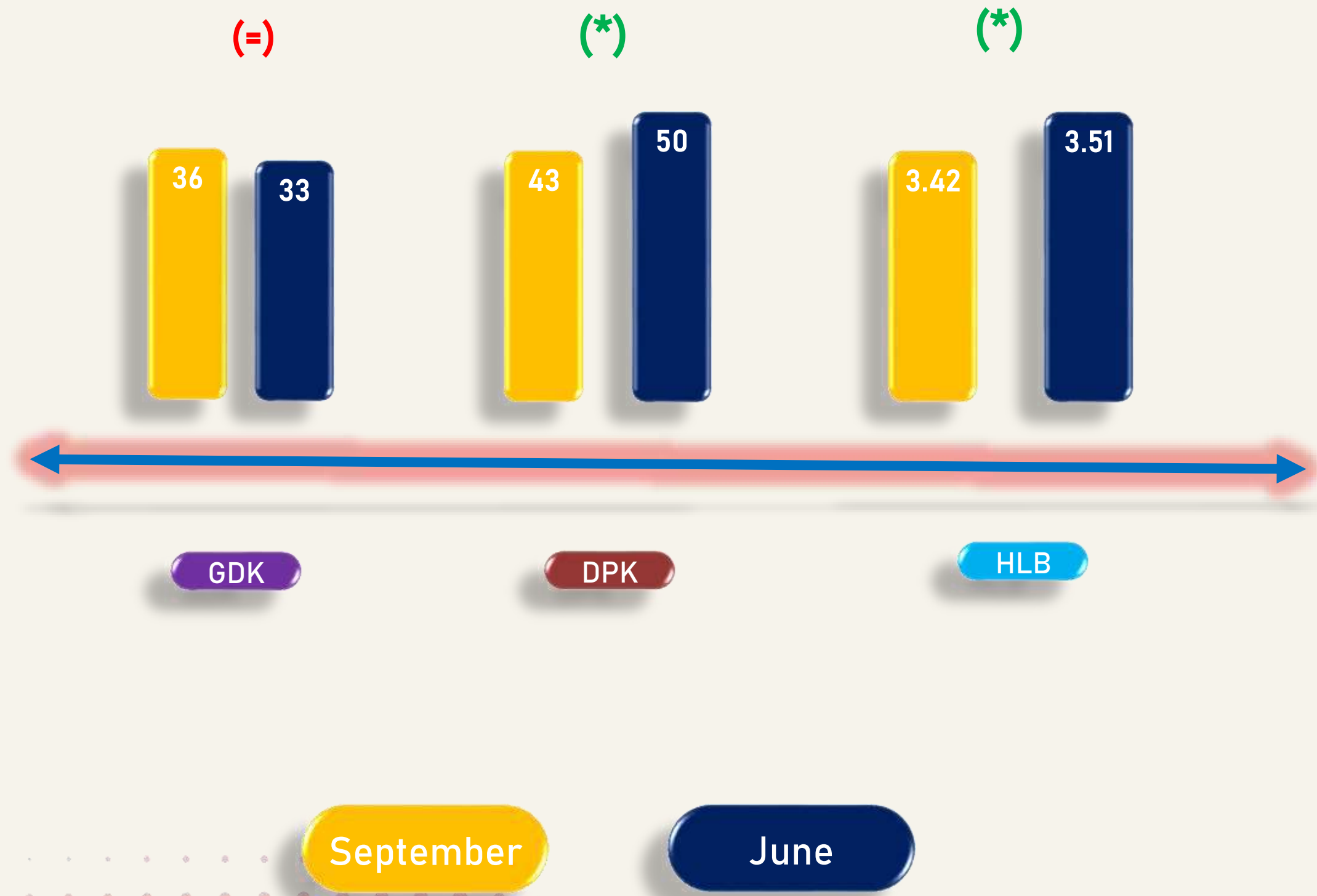
Beliefs

Time 1
September
(N=1825)

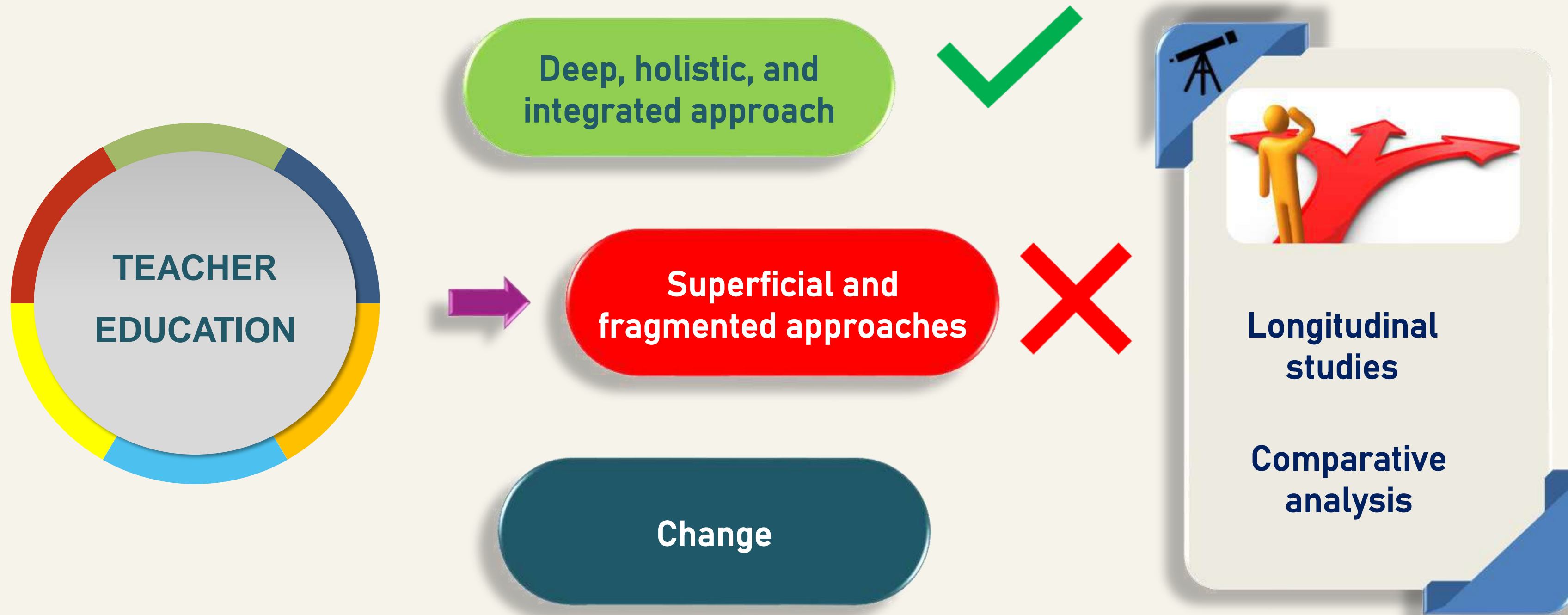
Time 2
June
(N=545)

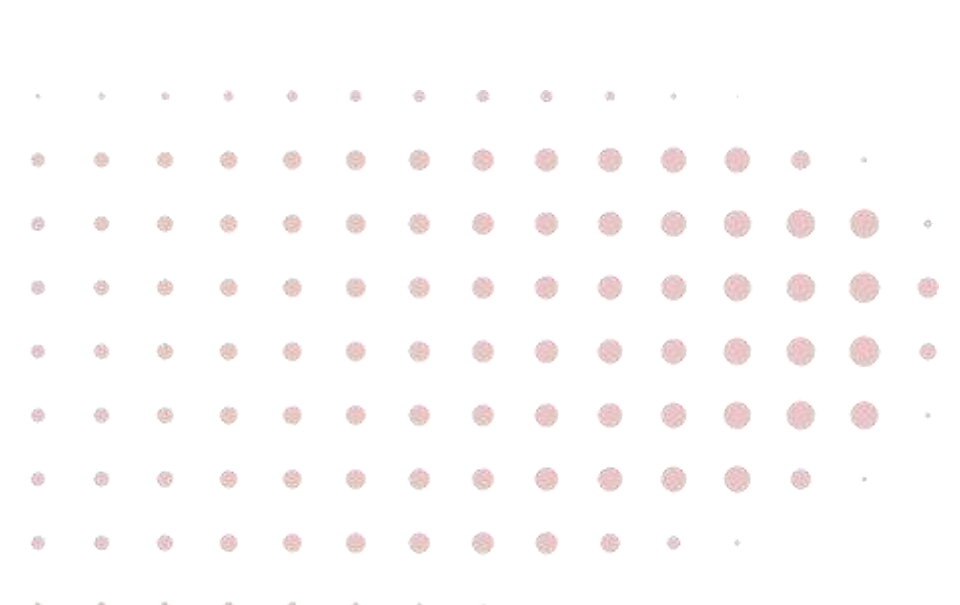
Female
62 %

Native /
Western
European
91 %



Conclusions





*“teaching is a practice of human improvement”
(Cohen, 2011)*

*“the teacher affirms that a particular thing (a subject matter, a discipline) is of worth and puts her/ his devotion for it to the test, by sharing it with others (the next generation) - so that they can fall in love too, be changed by it, start caring for it, but also begin anew with it”
(Vlieghe & Zamojski, 2019)*

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Thank you!

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