

What were the conditions and steps taken that have contributed most to the success of the measure?

The following key success factors can be highlighted for both measures: a) Well-educated university college teacher educators; b) Support at managerial level at all university colleges in Denmark, (not only in the biggest cities of the country, but also in more rural areas); c) Development of resource materials for teaching the subject at university colleges; d) Teacher educator training courses – at regional and – in particular – national level; e) Supervision and training of teacher educators at University Colleges; f) Clear professional requirements for university college teacher educators.

Which stakeholders were involved in identifying needs and in the planning and design of the measure?

Both measures were designed by the Danish Ministry of Higher Education and Science and the Ministry for Education and Research, and funded by the state.

Who was involved in implementing the measure?

Both measures are mandatory at all university colleges providing ITE in Denmark. However, due to the autonomy of methodological approaches in higher education, the way the activities and lessons are carried out differ. Module descriptions and lesson plans differ between university colleges and teacher educators.

Who has key responsibility for implementation?

ITE providers in Denmark

How are the different people involved in implementation being supported (e.g. do they receive specific training?)

The main resources needed for a good implementation of the module ‘Teaching bilingual children’ are: a) Well-educated teacher educators: since 2016, teacher educators are obliged to have teaching experience; b) Support at managerial level at all university colleges in Denmark; c) Development of resource materials (according to interviews, no resource book has yet been developed and published); d) Teacher educator training courses at regional and national level. In contrast to the module on ‘Teaching bilingual children’, more resource books are published and available for teachers teaching General Education/KLM (Bogish & Kornholt, 2013; Bækgaard & Bækgaard, 2014). According to interviews, many teacher educators teaching this module are using the same textbook (Bækgaard & Bækgaard, 2014), however, focus on different issues depending on the class needs. The resources needed for are the same as for module 1.

What have been the obstacles to introducing the measure? How have they been addressed?

The differences in implementation of the mandatory modules in various areas/university colleges of the country limit the sustainability of positive outcomes of both measures nationwide. In particular, the lack of well-educated professional teachers in smaller ITE providers is a limitation. A stronger focus from university college management at all university colleges on teaching bilingual and multilingual children could improve the uptake of the modules nationwide. Areas for improvement of the two modules could be described as follows: • Module 1: a 10 ECTS module is too little for future ITE student/teacher in

primary/lower secondary school to be adequately prepared for a multicultural classroom. • Module 2: the focus on diversity and culture clash/encounters was only one part of the measure, in which ethics, and more general knowledge was also in focus. One weakness might be that individual teacher educators put less emphasis to diversity rather than to ethics and moral education, including Christianity.

What is monitored?

While Module 1 has not yet been evaluated, Module 2 was evaluated in 2011 by the Danish Evaluation Institute (Danmarks Evalueringsinstitut/EVA, 2011). The evaluation concluded that main intentions had only been achieved to a certain degree. 51% of teacher educators teaching General Education, (including KLM) perceive the introduction of the subjects as positive or mainly positive, whereas 61 % of other teacher educators perceive the introduction of these subjects as positive (Ibid.). Many university college teacher educators consider the general teaching professional skills in particular (including KLM) as insufficient for future teachers to be appropriately prepared for the teacher profession (Ibid).

What has been the impact of the measure?

According to an interview with a student teacher from VIA university college who has participated in the module 'Teaching bilingual children', it provided her with "huge learning outcome", "hands-on techniques, methods, training and practical knowledge about how to teach bilingual children". Being asked about the module "General culture", mandatory during the first year of ITE, the same student stated that it was "fundamental in developing [herself] as a teacher being able to deal with diversity, cultural encounters, inclusive classrooms, cooperation with parents from various cultures, ethics, etc." Strengths of the projects: • Module 1: The mandatory nature of the module is important so that all future ITE student must learn how to take account of the background (linguistically and culturally) of all children in the multilingual classroom. • Module 2: According to interviews, measure 2 prepares ITE students for future diversity in school in broad and general ways.

Further info (website, contact person e-mail, organisation details)

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Relevant documents, photos or videos

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