

## Cultural Responsivity in Teacher Education: Research in Action - CRiTERiA

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### **Summary:**

PISA scores show that in most countries, even when the socio-economic status and parental level of education is considered, not only first but also second-generation migration background students, have continually performed worse in many countries compared to those from native-born parents. Concerns relating to the education of migrant background students are not only confined to transnational test scores but also, the interlinked capacity for all students and teachers to succeed in multicultural and often, multilingual classrooms. The 2018 TALIS report found that more than 50% of teachers in participating countries expressed concerns that they did not feel well-prepared 'for the challenges of a multicultural learning environment and were not confident in adapting their teaching to the cultural diversity of students' (OECD, 2019, p. 98)<sup>i</sup>. It also highlighted the requirement to provide more support for teachers, with multicultural supports now the third-highest area of need for professional development (OECD, 2019, p. 99).

This project aims to deconstruct the challenges and opportunities for the preparation of Initial Teacher Education (ITE) students to teach in culturally diverse environments. The team will conduct a comparative analysis of the provision which initial teacher education providers and statutory support services in Ireland have in place including professional learning supports and programmes for initial teacher education students to prepare them for multicultural and multilingual classrooms. They will then co-design an open access module on Culturally Responsive education for ITE and Inservice Teacher Education Providers, trialling the approach with ITE students at the participating institutions with a strand of a newly designed, concise, formative self-evaluation of teaching practice, undertaken by the students themselves. The long-term aim, through the provision of high-quality training resources, is the enhanced inclusion of students with a migration background across the continuum of education.

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<sup>i</sup> <https://www.oecd.org/education/talis-2018-results-volume-i-1d0bc92a-en.htm>