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Precarity and pedagogic rights: How teacher-training programmes prepare trainees for the realities of migration in the classroom

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Abstract

In considering the increasing flow of displaced peoples globally, this paper suggests it is necessary for trainee teachers to receive thoughtful training equipping them to become responsive to the many challenges and possibilities that this migration brings. In presenting two case studies of teacher training programmes (in Cologne, Germany and Liverpool, UK) the paper focuses on identifying the pedagogies and best practices to support trainee teachers in their future classrooms and offers some tangible recommendations for their training to help overcome these challenges. Namely, it illustrates that the success of training programmes depends on the trainee teachers' experiences with refugee pupils (including local and international experience), and the opportunities in their training for action and reflection. We hold that this training is vital to trainee teachers' professionalisation, which we maintain ought not to be a matter of learning procedures, but developing the know-how to make sensitive judgements. Engaging trainee teachers in this manner, we suggest, supports what Basil Bernstein calls 'pedagogic rights' for refugees and trainee teachers alike.

Keywords: teacher training, practical training, refugee education, migration, diversity, pedagogic rights

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Introduction

As refugee and asylum seekers' primary access point for resources, social connections, language-learning, and local knowledge, the school is undeniably key to the resettlement and wellbeing of new arrivals (Kia-Keaton and Ellis, 2007). While there are spikes in migration that make societies more acutely aware of migration (as was the case in 2014-2015 with increased flows of displaced peoples into Europe (Massumi *et al.*, 2015), migration is not an isolated phenomenon but a permanent feature of human history. New arrivals will therefore always engender a significant diversity factor for education systems, and taking migration seriously in the educational sector has become an ever-present need. At the same time, teachers are rarely prepared for this task, and are expected to develop materials, protocols and pedagogies independently without preparation or recourse to evidence-based research (Massumi *et al.*, in press). We contend that the professionalisation of trainee teachers in the context of migration is a gap that must be thoughtfully filled.

In response to this opportunity for productive training in approaches to migration, two dynamic teacher programmes have been developed at Liverpool Hope University and the University of Cologne. These projects have been attempting for several years to prepare trainee teachers for their future pedagogical work with newly arrived pupils through intensively prepared and supported practical experience. This article therefore explores the pedagogical design, roll-out and findings of these two projects from which we develop a tangible set of guidelines to support higher education institutions seeking to enhance the (teacher) education sector's responsiveness to migration in general and migrant children in classrooms of all ages in particular, starting with trainee teachers of all school types and subjects.

To contextualise the study, the refugee numbers of Liverpool and Cologne and the respective countries are relevant. With a population of roughly 494,814 in 2018, approximately 2,164 of Liverpool's residents were asylum seekers (UNHCR, 2018). While this number represents a small subset of the national population, Liverpool has a large concentration of refugee and asylum seekers with about one in every 655

people in Merseyside being an asylum seeker, nationally the number is one in every 1,492 (UNHCR, 2018). UK-wide, there are approximately 126,720 refugees, 45,244 pending asylum cases and 125 stateless persons in the UK (UNHCR 2018). It is estimated that over half of the new arrivals to the UK are children. With a population of roughly 1,1 million in 2019, approximately 7,460 of Cologne's residents were asylum seekers (Stadt Köln, 2021). As the largest city in the most populous state of North Rhine-Westphalia, Cologne has the highest concentration of refugees of the federal state. Within the city, refugee shelters are spread over specific districts and are not evenly distributed throughout the city (Masumi *et al.*, 2015). Across Germany, 166,000 asylum applications were submitted to the Federal Office for Migration and Refugees in 2019 (BAMF, 2021). As in the UK, approximately half of the new arrivals to Germany are children.

Theoretical background

Professionalisation of trainee teachers

'Professionalism' is commonly problematised in the area of critical pedagogy and more broadly in critical theory. It is considered synonymous with the neoliberal agenda to produce teachers who practise metric-driven, standardised pedagogies resulting in the de-skilling of practitioners and, subsequently, stripping down of quality learning for pupils (Giroux 2009). This form of professionalisation results in education systems that require teachers to follow exacting standards and universally-applied procedures in an efficacious manner. Hannah Arendt famously identified the danger of such efficacious approaches to work in her writing on 'the banality of evil' which she illustrated through the example of the Nazi bureaucrat Adolf Eichmann: when professions require people to stop thinking and follow instructions unquestioningly. She highlighted how by sacrificing their own values individuals violate the humanity of others (Arendt, 1994). We share this resistance to deskilling and marketised education practices.

In the context of educating trainees on and for the realities of migration, we use the term professionalisation to indicate not only the specialist knowledge or accumulation of practical experience, but also the complex pedagogical and teaching competence needed to respond effectively to new arrival pupils' resettlement and substantive learning needs. Unlike neoliberal 'professionalising' (Kollender, 2020), we embrace Arendtian *active thinking* (rather than passive cooperation): thinking that prepares one

to act in the world (Arendt, 1994). It therefore focuses on the idea that the skills and knowledge teachers develop enables them to have agency in their teaching environments to make informed decisions and shape pedagogy according to the changing contexts they encounter as professionals, rather than follow procedures (*ibid*). Here, practical and theoretical knowledge is translated into action at school or in lessons, to be retrospectively analysed and possibly improved (Häcker, 2019; Roters, 2016).

For the development of theoretical knowledge, a critical reflection on that knowledge and practical engagement encountered during internships (teaching placements) are all vital to professionalisation. Trainee teachers themselves confirm the positive impact of internships (Hascher *et al.*, 2004). Despite this positive self-assessment, Hascher (2006: 130) points out that there is often a lack of "...continuous and competent advice and support for [teacher] students', or inadequate interaction between theory and practice in practical phases in schools and other pedagogical institutions outside the university setting (Budde *et al.*, 2013). To avoid reducing internships to a generic gathering of practical experience, and to address the frequent criticism relating to a theory/practice divide, a targeted learning process and reflection on practice is required (Herzog and von Felten, 2001).

Pedagogic rights: A double-orientation

Bernstein's articulation of 'Pedagogic Rights' gives us a promising theoretical language to explain the thinking behind the two teacher training programmes explored in this paper. A frequently overlooked starting point for teacher training programmes and for broader educational discourse is that both pupils and trainee teachers have pedagogic rights. While the rights of teachers or other professionals in their workplaces are taken as a given and anchored in formalised work contracts, tacit agreements, and defended by the unions, we often fail to recognise the substantive rights of pupils in their schooling. Bernstein insists that three key pedagogic rights, forming the very 'conditions for an effective democracy', need protecting: enhancement, participation and integration (Frاندji and Vitale 2016: 14). Individual enhancement involves engaging pupils in relevant and challenging ideas through which they can acquire a form of expertise. It is through this enhancement, he suggests, that pupils become equipped for thought and action in adulthood. This must

be paired with the less atomistic 'right to participation', that is: pupils' ability to exercise agency and voice in relation to the '...procedures whereby order is constructed, maintained and changed', (Bernstein, 2000: 21). Participation is the '...condition for civic practice' which is rooted in a deep awareness of relationality'. Pupils participate not just within the narrow parameters of the curriculum, but by taking part in political life: calling for the redistribution of power and re-evaluating structures. Lastly, Bernstein defends the right to inclusion: 'the right to be included, socially, intellectually, culturally and personally', but *also* 'a right to be separate, to be autonomous' (*ibid*). In other words, pupils must be able to experience integration without absorption. Within this project there is a *dual focus on pedagogic rights*, since these initiatives seek not only to uphold the pedagogic rights of new arrival pupils, but also our trainee teachers.

In the case studies explored here, individual enhancement for new arrival migrant pupils focused on innovative language learning (with a focus on the target language, taking multilingualism into account) and the creation of an adequate teaching and learning environment based on a 'funds of knowledge' rather than a deficit approach (González *et al.*, 2006). As migrant pupils are experts of their own experiences, which guide the form and content of classroom discussion on migration and shift the critical consciousness of their communities, the pupils develop individual agency through these two initiatives, reflecting their right to participation. Perhaps most crucially, the projects in Cologne and Liverpool have intended to support pupils through their complex resettlement process to weave their identities and experiences into the tapestries of the classroom rather than downplaying their histories and cultures in the rush to assimilate. This right to inclusion (not absorption) is a pedagogical challenge, but one that new arrivals can themselves lead if their rights to participation and enrichment are defended by skilled, critical practitioners.

While there is currently no mandatory material in teacher-training programmes on migration, our projects have sought to bring these issues to the fore to provide individual enhancement for trainee teachers. By examining social inequality and discrimination related to migration and by individually confronting social and personal norms, trainee teachers become sensitised and develop empathy for newly immigrated pupils. As the following cases will illuminate, higher education (HE) can support future teachers' rights to inclusion by inviting them into often sensitive educational spaces where they not only receive guidance but share their insights as

autonomous thinkers and practitioners. Bernstein's pedagogic rights are a useful organising principle for such HE initiatives, grounding them in the conditions of democracy and educational justice.

Methodology

We structured each case study using seven opportunities for teacher training for the professionalisation of trainee teachers, a guideline developed by Massumi (2016) based on her former analysis of trainee teachers' e-portfolios for professionalisation in working with newly arrived migrant children and youth. This is shown below. The statements form a useful framework for considering key areas of focus for this study: the impact of the project on trainee awareness, confidence and motivation. Comments made by the trainees relating to their own understanding, confidence and motivation both for working with refugee children, and for pursuing a career in teaching in general, are analysed with reference to Massumi's guidelines. Given the relative brevity of the project, it became apparent that it was more realistic to focus in greater detail on the trainee teachers' experiences rather than to try to unpick any possible impact on the children involved in the two locations. We chose seven opportunities where important experiences might occur to consider in our research:

- I. The Emboldened Teacher:** Guided learning experiences in training increase self-efficacy and build professional skills
- II. The Informed Teacher:** Developing awareness of social contexts and professional networks helps to navigate complex teaching environments
- III. The Evidenced Teacher:** Profile Building in Teacher Training Supports School and Teaching Development in the Future
- IV. The Responsive Teacher:** Continuous language as well as migration-sensitive action and individual support builds culturally-responsive practitioners
- V. The Embedded Teacher:** Bearing witness to the lived realities of 'Fugitive children' and young migrants helps build Trainee understanding of complex educational environments

VI. The Reflective Teacher: Immersive experiences lead to sensitization and the development of a critical attitude

VII. The Justice-oriented Teacher: Guided participation in fieldwork enables teachers to assume social responsibility

Based on these seven opportunities, the portfolios of the trainee teachers from Liverpool and Cologne were – on the basis of qualitative social research – content-analytically examined (Mayring, 2015). Thereby, codes were extracted from the texts or feedback from the trainee teachers, using a deductive category application based on the seven opportunities. Portfolios of the small study group in Liverpool (n = 5) and of two cohorts (n= 49) in Cologne serve as the data basis. We refer to trainee teachers of the years 2017/18. From the trainee teachers' feedback, most representative statements were selected for the different opportunities to illustrate the relevance of internships in the teaching profession for professionalisation in the context of migration and flight. From these case studies, we will propose three linchpins for teacher training on migration: training must instil 1) a forced migration acumen 2) the ability to facilitate social inclusion and 3) the ability to engage in cross-sector approaches.

In the case studies, trainee teachers from one cohort at Liverpool Hope University and two cohorts from the University of Cologne in the last year of their degrees gave their informed consent for the researchers to use their written reflections and statements, which formed their assessed e-portfolios, and also participated in giving written feedback in an open-ended questionnaire on the interventions explored in this paper. These data were collected in accordance with the British Educational Research Association's Ethical Guidelines (2018) and data protection guidelines which involved the confidential and secure storage of information. The direct quotes from trainee teachers used throughout this paper to indicate the impact of the interventions have been drawn from these data. HSR Guidelines were adhered to in the case of Liverpool Hope researchers and the Cologne-based partners followed both these procedures and their own internal guidelines.

The study part I: The British context

Situation in schools of newly arrived children and adolescents in Great Britain and of Teacher Education Liverpool

Likely due to its concentration of new arrivals, in 2015 Liverpool joined the Cities of Sanctuary movement, which is a UK-wide grassroots, cross-sector approach to building infrastructure and support for new arrivals (comprising a number of 'streams' such as maternal care and food security streams). One of the streams of Liverpool's City of Sanctuary response which has been particularly robust is the Schools of Sanctuary stream, in which schools voluntarily develop a curriculum on migration, and materials to support new arrivals to gain School of Sanctuary status and promote welcome. Outside of these voluntary programmes, however, many UK schools lack a systematic response to the impacts of (forced) migration. It is our experience that teacher education programmes generally fail to address these issues or prepare trainee teachers for these realities. In a 2019 survey of teacher trainees conducted under the auspices of the Bell Foundation, trainees were asked to indicate the extent to which their training programme prepared them for working with children who spoke and English as an additional language and specifically if they had any input during the institution-based part of their course directly related to working with EAL/bilingual learners. Trainee teacher responses in the portfolios generally indicated limited training in working with EAL and an absence of input. This lack of responsiveness to migration in HE teacher training was a catalyst for the following initiatives.

In the field: Liverpool

Here, we will seek to relate the trainee teacher experience to the seven opportunities for teacher training outlined by Massumi (2016). This is a way of bringing together the testimony and findings we gathered while working creatively with trainee teachers to increase an awareness of (forced) migration and what that means for educational spaces and practice to offer some guiding principles for other institutions wishing to train people in these sensitive matters. We have paired each opportunity with a key quality that we aimed to cultivate (and ultimately observed in our trainee teachers), and briefly discuss how we supported their development. Given the size of the Liverpool-based group, the data were qualitative and took the form of trainee teacher responses to impressions they gained before, during and after the project. The

Cologne trainees were able to draw on longer and more detailed taught sessions at the university and the detailed portfolios that went with them. This work took place prior to their placements at school and refuge centres. With the Liverpool-based trainees, who had less initial experience of issues related to migration, our data collection was drawn from their responses to shorter inputs prior to working with the refugee children and to ongoing conversations at each stage of the experience. These included short seminars at the university, sessions held at locations outside the university where refugee families receive support, visits to Liverpool-based schools, visits to schools in Cologne and at the University of Cologne, which provided further student insights providing more qualitative data to analyse.

The project was undertaken by university colleagues at Liverpool Hope University (LHU) and the University of Cologne, with a focus on trainee teachers. Teachers and other professionals working with refugees beyond the classroom environment were indirectly involved, since the trainee teachers were always 'attached' to an experienced colleague. Five trainee teachers from LHU took part in the project as part of the Wider Perspectives Programme (a compulsory, assessed module of their teacher training course), which encourages trainee teachers to reflect upon global educational issues. In the first 'local phase' the trainee teachers developed 'forced migration acumen' through observational visits to a local primary school in Liverpool with a high volume of new arrivals, and an introduction to the wider challenges faced by refugees living in the city through meetings with Liverpool City Council staff on the Refugee and Asylum Seeker Task Force. In the second 'international phase', LHU trainees travelled to Cologne to learn about the broad experience of refugees in that city and to engage with an established trainee teacher programme for supporting new arrivals in German primary and secondary schools: the *PROMPT!*-project. In the third 'comparative phase' the trainee teachers shared their local and international findings both with their university tutors and peers and with the Liverpool primary school.

Seven Opportunities in Teacher Training in Liverpool

1) The Emboldened Teacher: Guided learning experiences in training increase self-efficacy and build professional skills

In the first phase of the project, the trainee teachers attended a primary school in the Liverpool area to meet teaching staff, support staff and pupils to learn how the school

organises the induction and subsequent educational development and pastoral care of its new arrival children. They worked with three year 6 children, who came to the UK from Syria within the last two years, and a classmate who acted as their 'buddy'. The children had experienced traumatic events in their home country and so it was important that the trainee teachers were supported by the children's class teacher. They also drew on prior learning from some of the key areas of the Wider Perspectives teaching module, including: Philosophy for Children training (Murriss 2001), a teaching approach which promotes critical, caring and collaborative learning; the Rights and Responsibilities theme (UNESCO), which encourages teachers to address wider issues connecting the local and global experience of children's lives; Working with Diversity (British Council), exploring how life in modern Britain impacts upon the lives of children and how young teachers might respond; their experience of Character Education and PSHE. L1 makes explicit links between her university sessions and her experience on the project, reflecting on how meeting the refugee children and listening to their stories brought her prior training to life, thus promoting her own professional development:

"I have also been able to see the significance of discussing social, moral and global issues within the classroom through programmes such as SMSC/PHSE and Philosophy for Children" (L1).

Trainee teachers at Liverpool Hope undergo EAL training, focusing on the importance of a thorough-school induction programme, EAL pedagogy and assessment. They were able to see how the school assesses and meets the diverse language needs of its new arrival children in a structured induction period and forges positive relationships with parents and guardians. These measures provide the children with a safe space to discuss pre-migration, trans-migration and post-migration aspects of the refugee experience (Hamilton and Moore, 2004). Such learning experiences left the trainee teachers feeling better prepared to address sensitive issues in their own future classrooms.

II. The Informed Teacher: Developing awareness of social contexts and professional networks helps to navigate complex teaching environments

In addition to the challenges associated with engaging with the experiences of new arrivals for the first time, the trainee teachers also needed to confront broader socio-

cultural learning beyond the classroom. Awareness of the varying degrees of cultural diversity in the city was limited at the beginning of the project. The trainee teachers therefore visited Liverpool World Centre, a Global Education Centre, to gain a broader perspective on refugees in the city. Merseyside Police facilitated a meeting with a victim of hate crime, which helped the trainee teachers to understand the different challenges facing new arrivals depending on which district the new arrivals are placed in. These broader experiences enabled the trainee teachers to reflect on some of the negative images of new arrivals that are manufactured, in part, by the UK's 'hostile environment policy' and rhetoric. It is also for important trainee teachers to gain insight into the broader context of forced migration in the light of the government's view that school should serve as a key resettlement site, providing an orientation to the city and serving as a hub for connecting different agencies that support new arrivals. Morrison (2015) contends that learning about global issues may be a significant factor in retaining teachers, particularly amongst those recently qualified. It provides a compelling incentive to incorporate this perspective, especially when the number of entrants to the teaching profession in the UK is falling, and those leaving is at an all-time high. The challenge of addressing this lack of awareness of larger contexts was mirrored in conversations with colleagues and children in Cologne: there was a need to provide opportunities to the trainees to reflect upon the global nature and lived realities of the issues.

III. The Evidenced Teacher: Profile building in teacher training supports school and teaching development in the future

The project enabled the trainee teachers to begin to develop their own individual profile in terms of EAL pedagogy awareness and engagement with the challenges faced by new arrivals in both Liverpool and Cologne. Trainee teachers in both sites highlighted how engagement with migration-based projects increased their awareness and confidence beyond the mainstream teacher training programme. Insights gained on these projects were shared with non-participant trainees in lectures and seminars, maximising the impact on whole cohorts of trainee teachers. The experience enabled the trainee teachers to reflect upon the type of school they could see themselves working in the future and what their wider role in that school might be. L2 teacher highlighted how the project reinforced her desire to teach language:

“This project as a whole, and especially the trip to Germany, has had a great impact on me by confirming how much I am passionate about language learning and how I have now a better understanding of the wider educational issue of refugees. I feel more confident for the future to be able to work with EAL and refugee children and have a better understanding of how to support those children within my classroom” (L2).

IV. The Responsive Teacher: Continuous language as well as migration-sensitive action and individual support builds culturally-responsive practitioners

The trainee teachers were able to work with experienced language teachers in both countries and engage with the pedagogies that promote sustainable progress in second language learning. Two of the trainee teachers had specialised in Modern Foreign Language teaching as part of their foundation studies and recognised the importance of the interaction between working and long-term memory in second language learning and of providing learners with frequently recycled and interleaved comprehensible input - key ideas espoused by language teaching gurus Smith and Conti (2016). The German system promotes the learning of the German language in high schools mostly in discrete groups for up to two years, whereas primary schools in the UK favour integration into mainstream classes as soon as possible. Trainee teachers were able to reflect upon the relative merits and drawbacks of these approaches.

V. The Embedded Teacher: Bearing witness to the lived realities of ‘Fugitive children’ and young migrants helps build Trainee understanding of complex educational environments

Both engagement with language learning pedagogies and exposure to the experiences and cultures of new arrivals helped to demystify some of the challenges of teaching children from migrant backgrounds. Some of the trainee teachers were working with new arrival children for the first time and come from parts of the UK where interactions with children from migrant backgrounds are increasing but limited, and this experience in itself served to normalise these teacher-pupils interactions and took away some of the fear and helplessness as to how to teach these children.

VI. The Reflective Teacher: Immersive experiences lead to sensitisation and the development of a critical attitude

Barr (cited in: Bamber and Moore, 2016) proposes that structured opportunities such as international exchanges and linking programmes are particularly successful in changing attitudes amongst teacher educators and their students to global education. This was evident in the participants of this study. L3 trainee teacher felt that the Cologne visit was instrumental in helping her to reflect on her own practice:

“For me the trip to Cologne was crucial to completely understand and compare the refugee situation in the United Kingdom and Germany. Going forward from the trip, I have a better understanding of how to teach refugee children and different teaching strategies I could use in the classroom” (L3).

VII. The Justice-oriented Teacher: Guided participation in fieldwork enables teachers to assume social responsibility

The guided experiences gained by the trainee teachers served to heighten their awareness of language learning pedagogies, the importance of a well-structured induction programme for new arrivals and the challenges new arrivals face in acclimatising to a different culture. The trainee teachers' developing awareness of their social responsibility as teachers was encapsulated by the empathetic words of L4 trainee teacher:

“The project as a whole has helped me become a well-rounded teacher as I am now more aware of the additional needs that could arise in children in our future classrooms and what support needs to be put in place [...] It has also given us an insight into the struggles of refugees which allow us to have a greater understanding of the children and their needs as well as the struggles their families might be facing [...] The stories that the children told were harrowing and it resonated with me that these children have been through some extraordinary things in their lives and it is our job to ensure that they are supported.”

In actively listening to what the pupils had to say, the trainee teachers demonstrated an interest in and respect for the wealth of knowledge and unique identities before them and reflected upon their own identities as teachers. The trainee teachers'

encounters with the pupils in both Liverpool and Cologne enabled them to fulfil the requirement that in order to access the diverse funds of knowledge in their classrooms, teachers need to become researchers of their own pupils, of their own practices and of themselves (González *et al.*, 2006).

Part II: The Cologne context

Situation in schools of newly arrived children and adolescents in Germany and of Teacher Education in NRW

The Universal Declaration of Human Rights of the United Nations (Article 26), the Geneva Convention on Refugees (Article 21), the UN Convention on the Rights of the Child (Article 28) and the principle of equal treatment in the Basic Law of the Federal Republic of Germany (Article 3) guarantee all children and adolescents in Germany an equal right to school education. However, in most federal states, as in North Rhine-Westphalia (NRW), compulsory schooling is tied to allocation to a municipality or regional authority and thus does not apply from the outset (Massumi *et al.*, 2015: 38 *et seq.*). Especially for newly arrived children and teenagers, this education policy situation means that after their arrival in Germany, breaks in their educational biographies arise or are frequently extended (Massumi, 2019).

In addition to the precarious situation for refugee children and adolescents with regard to *de facto* access to school, teachers and trainee teachers at German universities have been insufficiently prepared for working with new immigrant pupils who have little or no knowledge of the German language. In NRW, the module 'German for Migrant Children' forms an obligatory part of teacher training (MSW, 2009) irrespective of the school type and subjects studied, but with six credit points the complexity of the field can hardly be explored. This raises the question of the extent to which (prospective) teachers can be prepared for pedagogical work with children and teenagers in the context of educational upheavals, migration and escape experiences on the one hand and linguistic diversity (with regard to the language of origin and language skills in German) on the other.

In the field: PROMPT! – A practical example in teacher training at the University of Cologne

PROMPT! is open to trainee teachers at the University of Cologne, regardless of the type of school and subject they are studying, as part of their obligatory vocational field internship. The project is divided into two sub-projects: 'in emergency shelters' and 'in school'. While only refugees are supported in emergency shelters, support in schools is aimed at all newcomers (e.g. also from EU states). *PROMPT! Emergency shelters* have been a collaborative project between the City of Cologne, the German Red Cross and the Centre for Teacher Education of the University of Cologne since April 2014. As part of the obligatory vocational field internship, the trainee teachers offer language support to refugee children and teenagers between the ages of six and 18 in emergency shelters mainly in literacy and German.

In the subproject *PROMPT! In school*, the Centre for Teacher Education cooperates with the Education Authority and the Municipal Integration Centre of the City of Cologne. Trainee teaches support newly immigrated pupils individually and/or in small groups in preparation classes as well as in regular classes and thus relieve the teaching staff at the same time. Both subprojects are accompanied by a comprehensive preparatory seminar, methodological-didactic, psychotherapeutic and socio-educational supervision, and continuous reflection phases.

Seven opportunities in teacher training in Cologne

Within the framework of the written (non-assessed) reflections as well as the final reflections in the portfolio, the importance of extracurricular practical experience with refugee children and adolescents for the personal and professional development of the trainees becomes clear.

1. The Emboldened Teacher: Accompanied learning experiences in training increase self-efficacy and support professionalisation

At a very early stage in their training, trainee teachers are given the opportunity to gain practical teaching experiences and to navigate highly complex learning situations. On the basis of the preparatory seminar, the trainee teachers involved in the subproject in the emergency shelters conduct two hours a week of language courses in German during the semester (in the support rooms of an emergency shelter). The learning

groups are formed homogeneously according to age and comprise a group size of six to eight people. Drawing on their prior preparatory seminar, the trainee teachers plan and design their course hours in their teams and develop their teaching material independently. This independent planning, design and implementation of lessons in a team offers trainee teachers many learning opportunities. It strengthens their self-efficacy (Schwerdtfeger, 2011, 70) and supports them at an early stage in their professionalisation process. The close interaction between theory and practice promotes the (sustainable) application of didactic knowledge (Arnold *et al.*, 2011). One trainee teacher (C1) reflects on this connection as follows:

“I was able to apply the knowledge from the preparatory seminar directly. It really helped me to know how to prepare teaching material and how to design lessons appropriately. (...) My partner and I then gave each other critical feedback after each lesson. I think we did it really well and if something didn't go so well, we thought about what the reason was and planned the next time differently” (C1).

II. The Informed Teacher: Developing awareness of social contexts and professional networks helps to navigate complex teaching environments

In view of the interdisciplinary preparation and accompaniment, trainee teachers embrace the complexity of learning processes. They are encouraged at an early stage to take a critical look at their own role as a teacher and the associated competences, possibilities and limits of their actions, as one trainee teacher put it:

“It was important for me to know that I am not alone and that I cannot master everything alone. Sometimes experiences in the class were intense for me and I didn't know how to deal with them. Then I could approach Mrs. X or Mrs. Y at any time and ask for support” (C2).

By involving professional actors from the fields of child and youth psychotherapy and social work, they are successively introduced to the work of multi-professional teams and recognise the importance of working together in professional networks on an interdisciplinary basis. This way the trainee teachers learn that they are not alone in their work and that the use of multi-professional networks serves to provide the trainee teachers with competent and holistic support.

III. The Evidenced Teacher: Profile building in teacher training supports school and teaching development in the future

Due to the relevant experience gained during the implementation phase in *PROMPT!*, trainee teachers can develop an individual profile as soon as the first training phase which supports their professional self-concept. Drawing on their (reflective) experiences in the internship, they can grow into the role of teacher-activists and, after further qualification in their schools, deal more comprehensively with the topics school and teaching development. This enables them to contribute to the successful integration of immigrated pupils into school and into regular teaching. C3 trainee teacher describes the importance of *PROMPT!*'s in-depth theoretical and practical examination of migration and educational processes as follows:

“With my experience in the internship I know that I can be an (experienced) supporter at schools for the children without German language skills and would be happy to help them when they start school. I would like to come to a school that already works with refugees or that is open to my suggestions and ideas” (C3).

IV. The Responsive Teacher: Continuous language as well as migration-sensitive action and individual support builds culturally-responsive practitioners

In language development courses, trainee teachers recognise the importance of language in learning processes and the need to be linguistically sensitive. It can be assumed that they will continue to implement language-sensitive action and teaching beyond their internship in regular lessons in the future. But also, beyond language, the work with (newly) immigrated children and young people within the framework of *PROMPT!* raises awareness of the different heterogeneity dimensions within a learning group and the necessity to meet them individually, as this trainee teacher expresses:

“I only noticed in my lessons that the children are so different, even though they all have two things in common: they *want* to learn and they still cannot speak German very good. But they are very different in terms of their school education, their origin, their (foreign) language skills or literacy. Actually, it is normal that everyone is completely different. At school, however, I did not notice

these differences so strongly, although diversity plays (or should play) an important role there” (C4).

Furthermore, in view of the heterogeneity of learners in language courses, trainee teachers experience the relevance of individual support.

V. The Embedded Teacher: Bearing witness to the lived realities of ‘Fugitive children’ and young migrants helps build Trainee understanding of complex educational environments

Through their experiences in the vocational field internship, trainee teachers learn to respond to fugitive children and young people naturally and to recognise them as part of the social reality of life as well as the diverse pupil body. With this heightened understanding of school, the trainee teachers should be motivated in the future to work towards greater intercultural openness in school and throughout their teaching development, without seeing migration as a stand-alone issue. In the context of continuing global inequality, flight movements – albeit with varying dynamics – will be the norm, so that the proportion of pupils with their own escape experience will therefore continue to rise in classrooms/schools in the future.

VI. The Reflective Teacher: Immersive experiences lead to sensitization and the development of a critical attitude

(Self)critical reflections enable trainee teachers within the project to break up existing (unconscious) notions of normality regarding educational biographies and classroom actions. For example, by the teacher observing the teaching teams in the first or second lesson and then reflecting on it, the trainee teacher should not only be encouraged in their work, but also guided in their reflection on their own teaching activities and given constructive impulses for their further work. Self-critical reflection is also further stimulated by other accompanying events, such as peer counselling, supervision and accompanying seminar sessions. Trainee teachers reflect their own (as well as socially and media influenced) racist thoughts and deficit-oriented assumptions about refugees and other migrants. C5 trainee teacher describes the broadening of perspective as follows:

“I am now totally aware that the media already paint a very negative picture of emergency accommodation and refugees, which somehow influences me

subconsciously. I notice this very strongly in my family and with my friends, who are actually all totally left-wing. But the 'actually' is probably the problem, because racism is in our society and we do not notice it and think we are 'left' or we 'help' people, that has something missionary" (C5).

In addition, trainee teachers are made aware of systemic mechanisms by addressing educational disadvantage and the exclusion of migrants and refugees. C6 trainee teacher expresses his consternation about the conditions of exclusion as follows:

"I had two young people in my group who have been living in emergency accommodation for more than 1.5 years. It is incomprehensible that these children are not allowed to go to school for such a long time and this in a country where I thought that human rights were respected. (...) And when they are at school, then they are not really integrated properly. The teachers are overwhelmed and don't know how and actually there is no place for them, even when everyone talks about inclusion" (C6).

This critical analysis of racism and sensitization can contribute to breaking down the mechanisms of 'institutional discrimination' (Gomolla and Radtke 2009) in the German education system in the future and to thematize one's own racism-relevant knowledge stocks (Massumi and Fereidooni, 2016).

VII. The Justice-oriented Teacher: Guided participation in fieldwork enables teachers to assume social responsibility

Through the experience gained in the language courses, trainee teachers are supported in their development process in a professional, individual and socially relevant context. Guided by a basic understanding of democracy and in the sense of the described pedagogic rights according to Bernstein (2000), the language courses offered by the trainee teachers provide initial access to education in emergency shelters for refugee children and young people who experience explicit (educational) disadvantage in this phase of their lives. This participation represents a valuable contribution to social responsibility.

Conclusion: Three linchpins of teacher training for migration responsiveness

The two projects in Liverpool and Cologne demonstrate the opportunities that accompanied internships in the context of migration offer for the professionalisation of trainee teachers. At the same time, it also shows that opening up national perspectives in schools and in teacher education on (forced) migration is crucial: participants can see across national borders that the production of social inequality in the context of migration is inherent in the education system, and they can then act against it. Impact on trainee teachers' confidence, ability and motivation to teach is a crucial value of such projects given the ongoing problems identified in teacher recruitment and retention in both the UK and Germany. Growing from these cases, we propose the following three touchstones for preparing teachers to work effectively and sensitively in the inevitable face of migration(s):

1 Acquisition of forced migration acumen

As a basis for the development of a professional attitude and opportunities for professional action, it is important to build up expertise in the field of migration in the teaching profession. This includes not only specific knowledge relevant to the context of migration but also general subject-related, pedagogical, methodical-didactical educational preparation in relation to migration (Massumi *et al.*, in press).

2 Facilitate social inclusion

The stability of social relations and social inclusion in a class community have a central influence on the motivational, cognitive and emotional condition of newly-immigrated pupils who often experience exclusion at school and are left to their own devices (Massumi, 2019). Against this background, it is of crucial importance that future teachers are prepared for social aspects in a targeted manner by learning how class communities can be strengthened.

3 Cross-sector approaches

At both local and international levels, good collaboration between university, schools and wider agencies leads to the most beneficial experience for the trainee teachers. The two projects clearly show how important it is to introduce trainee teachers to multi-professional cooperation during their training in order to provide them with holistic

support and thus increase their chances of educational success (Seukwa, 2006; Masumi, 2019). This means that teachers not only work together within the school (with different professions), but also that the formal and non-formal sectors are interlinked through multi-professional networks.

Such initiatives serve two objectives: on the one hand, they aim to train and sensitise trainee teachers in order to prepare them comprehensively for working alongside migration. Actually, working with refugee children and adolescents makes the challenges and opportunities of heterogeneity in a classroom very clear to the future teachers. On the other hand, the newly arrived pupils are served: sound methods, individual support and demands (in keeping with Convention on the Rights of the Child) are put into place. In protecting trainees' and new arrivals' pedagogic right to enhancement, participation and inclusion, such initiatives lay the groundwork for more responsive, and truly welcoming education.

This article is a contribution that sheds light on the potential of accompanied internships for trainee teachers with newly arrived migrant children and young people, and at the same time also points out possibilities for international cooperation in teacher education. It is desirable that further international projects are advanced in the future and evidence-based research is generated for teacher education. This way, a contribution would be made to the professionalisation of (future) teachers, which – we are convinced – in Bernstein's spirit represents a central step towards improving educational opportunities for refugee children and young people in particular, and more educational justice in general.

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