

Teacher Training in Contemporary Urban Settings

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Section One: Urban Education and the Process of Teacher Training

Too infrequently are teachers in university, student teaching, or in-service professional education encouraged to confront why they think as they do about themselves as teachers – especially in relation to the social, cultural, political, economic, and historical world around them. Teacher education provides little insight into forces that shape identity and consciousness. Becoming educated, becoming a critical complex practitioner, necessitates personal transformation.

Joe. L. Kincheloe, 2004

1. Introduction

Urban areas are some of the most contradictory areas of our world, where the extremes of our civilization coexist- the richest of the rich, the poorest of the poor, the most privileged and the most disenfranchised, live and work here in large concentrations. Urban environments are enormously stimulating- they are a sort of constant barrage of education, miseducation, information, misinformation, and contact with widely diverse people, ideas, and experiences. All of these things profoundly shape the lives of those who live there, especially the children. (Hill, 2004: 119)

The contemporary urban center is a plethora of cultures, values, lifestyles and beliefs. The twentieth century has seen unprecedented urbanization, the result of widespread intranational and international demographic movement.¹ One significant consequence of this movement of people is that cities have become more linguistically, ethnically, religiously and culturally diverse. As the dynamics of cities change to reflect this new state of society, social institutions coincidentally transform. Neighborhoods, religious institutions, community centers, political structures and schools all portray the transitory nature of our urban centers and reflect the diverse facade of our growing cities. Unfortunately the education systems of our cities are often unable or unwilling to adjust to the changed and still changing circumstances of our urban centers.² This poses a problem beyond the realm of education, schools and schooling; it affects all societal arenas and one of the most compelling concerns as we progress through the twenty-first century is what to do about our urban schools, society, and youth in times of change and uncertainty.

In a world experiencing rapid transformation and where cultural, political, economic and social upheaval challenges traditional ways of life and redefines the realities of urban existence, education has a major role to play in promoting social cohesion and peaceful coexistence. Through educational programs that encourage dialogue between students of different cultures, beliefs, and religions, education can make an important and meaningful contribution to sustainable and tolerant societies.³ It is the classroom environment where many students learn social lessons of tolerance, respect, and civic ideals that influence the workings of society.⁴ This is true for all classrooms, but especially relevant to classrooms in urban areas where the classroom constitution has been most drastically altered by

¹ Coulby & Jones (1992). Theoretical approaches to urban education: an international perspective. P. 9

² Coulby & Jones (1992). Theoretical approaches to urban education: an international perspective. P. 9

³ UNESCO Guidelines for Intercultural Education 2006. P. 7

⁴ Goldhaber & Anthony (2003). Teacher Quality and Student Achievement. P. 1

demographic changes. Education, as a social activity involving side effects, does not merely change individuals; it changes the relationships among them - it unifies and divides, elevates or subordinates.⁵ Through intercultural educational methodology utilized within learning establishments, students are able to obtain the skills needed to find a sense of self and live successfully in multi-ethnic, linguistically diverse environments and have the ability understand the value of such an eclectic space- a vital worldview for today's urban citizen. Urban schools have many common features with schools in other areas but the differences between them can be qualitatively marked: the levels of linguistic and ethnic diversity, the visibility of poverty and the conflicts evident in daily transactions are some of the features that make urban educational institutions significantly different to those elsewhere.⁶

The classroom environment in urban settings reflects the new composition of multicultural societies. Urban classrooms encompass new challenges, provide a new dynamic, and have transformed the educational experience of both teachers and learners. The diversity among the student population in respect to ethnicity, religion, culture, socio-economic status, language, and other features relating to identity have transformed the homogeneous classroom of the past into an eclectic collection of diversity. This redefinition of the contemporary urban classroom requires the transformation of educational philosophies, curriculum, resources, assessment, and teacher training to fit the needs of current student populations.⁷ With this in mind, it is also vital to note that this is founded on the reality that in contemporary education systems there are discrepancies in the academic outcomes and learning conditions for students that vary based on factors of race, culture, language, and socio-economic status.⁸ The complexities of urban contexts are often subsumed into generalizations and deficit assumptions of urban communities and its members by those unfamiliar with urban culture; this is also true for those pre-service teachers seeking work in urban schools.⁹ The training of teachers with an understanding of urban environments, and the skills and knowledge needed to effectively teach in the current dynamic of the urban classroom, is a vital feature in the promotion of societal inclusion, educational equity, and academic success for all students. This is so important because when properly trained, teachers have the ability to facilitate a learning environment that strengthens both the sense of self and sense of collective, build a classroom based on a philosophy of social justice and equality, and

⁵ King, Hollins & Hayman (1997). *Preparing Teachers for Cultural Diversity*. P. 85

⁶ Coulby & Jones (1992). *Theoretical approaches to urban education: an international perspective*. P. 2

⁷ Easter, Shultz, Neyhart & Reck (1999). *Weighty Perceptions: A Study of the Attitude and Beliefs of Preservice Teacher Education Students Regarding Diversity and Urban Education*. P. 205

⁸ Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 237

⁹ Hagiwara & Wray (2009). *Educator Transformation in Reverse: Naive Assumptions of an Urban Educator*. P. 338

validate the experiences of all students and not just those from the dominant culture. The process of educating teachers is, at root, the work that will enable society to sustain being a productive and pluralistic democracy for it is within the capabilities of teachers to support urban students with the skills to confront the daily challenges they confront and build inclusive communities based on greater social justice and equity.¹⁰ But in order for this process to occur, for inequalities within an educational framework to be understood and challenged, pre-service teachers must be educated in critical theory, familiarized through their post-secondary education with poststructuralist ideals, critical perspectives and post-formalist viewpoints to ground their own understanding of the role of a teacher in contemporary urban settings and how that relates to notions of social justice, equity and societal change.

Urban and intercultural education are two educational approaches that have been increasingly involved in movements of reform and represent progressive approaches to further understand the current structure of the urban classroom and how to effectively teach the students within it. Both focus on issues of race, ethnicity, class, language, gender, religion and cultural diversity that are increasingly related to educational institutions located within urban settings. They aim to combat the ethnic, cultural, linguistic and economic inequalities that continue to dwell deep within the workings of society, within all spheres, both on an overt and covert level.

The process of teacher training in contemporary urban settings is the focus of this dissertation. Through examining its fundamental ideology, it explores how urban education provides an alternative to mainstream methodology frequently utilized in schools of education to prepare pre-service teachers for the contemporary profession of teaching. It investigates how urban education provides a framework for the training of prospective educators that aims to address social inequalities, systematic discrimination and bias that continues to be perpetuated through mainstream education systems and addresses the profession of teaching through a contemporary lens centered in equity.

Assembled in two sections, this dissertation explores a range of issues relating to urban education and teacher training through a critical pedagogical paradigm. The initial section will examine: firstly, definitions of urban and intercultural education and the role they play in the contemporary process of

¹⁰ Darling-Hammond (1997) 'Forward' in *Preparing Teachers for Cultural Diversity*. P. viii

teacher training; secondly, fundamental features of urban education and how it differs from other teacher education programs; and thirdly, qualities that are attributed to effective urban educators within the discourse of urban education. These three initial chapters explore how urban education provides an alternative paradigm for teacher education programs and explore the rationale for changes to be made in the training process of prospective urban educators. These chapters illuminate the fundamental ideology of urban education programs to scaffold the investigatory analysis in section two.

The second section of the dissertation explores the process of teacher training and professional efficacy, and focuses on various factors relating to the process of teacher training in two major urban centers, Toronto and Berlin. The initial chapters of this section include a brief overview of the demographic features of Berlin and Toronto, exploring demographic changes during the period of 1996-2006. The subsequent chapters examine the teacher training programs at the Freie Universität Berlin and the University of Toronto to outline the fundamental structure of the teacher training programs between 1996 and 2006. These initial chapters of section two investigate whether universities have modified their schools of education to comply as the demographics of their respective cities continue to change and provide preliminary information for understanding the candidates' responses in chapters eight and nine.

Chapter eight investigates the construct of efficacy and the research relating to efficacy and teacher training. This section illuminates students' experiences, their perception of efficacy towards teaching in urban schools upon entering the teaching workforce, their reflections on their program (the methods utilized and the skills and knowledge obtained within the different teacher training programs) and their journey from the university to the classroom. The journey metaphor, in the context of this dissertation, corresponds to Cochran-Smith's notion of 'journey' established in her discussions on teacher training and reflects the 'continuous and non-linear character of the process of learning to teach'¹¹ and is used to emphasize the unique transitional process. Through on-line questionnaires, an exploration of the journey from the university to the classroom takes place; examining the perception of efficacy as they begin this journey and their reflections after their first twelve months after completion of their courses. The objective is to explore whether different approaches to teacher training influence pre-service teachers' perception of efficacy towards teaching in urban classrooms and what factors may affect the

¹¹ Cochran-Smith (1999) *Learning to Teach for Social Justice*. P. 135

strengthening or weakening of teacher efficacy transitioning from the university to the professional sphere.

Upon consideration of both the theoretical and empirical sections of the dissertation, the research attempts to illustrate the importance of continual reflection and reform in teacher education programs to parallel the contemporary reality of urban classrooms. Teachers must be prepared through their teacher training program with the skills and knowledge needed to thoroughly comprehend and effectively address the challenges identified with the urban classroom or the racism, social class bias, and other forms of social inequalities that are currently occurring in inner-city schools will remain a harsh reality. In addition to this, the professional lifespan of teachers will continue to decrease¹² and the disparity of opportunity for students based on race and class will continue to exist. Faculties of urban education have recognized the importance of educational reform and established a framework for teacher education reflecting the contemporary situation of urban schools. Unfortunately, such reformations have been scarcely implemented throughout North America and Europe despite the recognition that teachers in urban schools are barely coping within the current demands of the profession, and learning is hindered due to ineffectual training and outdated curricula. In addition, there is little consensus in the field about what it means to prepare teachers for the diversity of contemporary multicultural urban classrooms and therefore, faculties of education often lack the knowledge and expertise to educate teachers to teach students of diverse backgrounds.¹³

There is the recognition that the dynamics of our urban classrooms have changed; but with such recognition one must ask questions concerning what changes should occur in the preparation process of prospective urban educators. How can teacher training prepare prospective educators to effectively facilitate learning, promote social cohesion, and develop intercultural respect and awareness in the contemporary urban classroom? How does the discourse of urban education differ from other teacher training programs in regards to preparing prospective teachers with the skills and knowledge needed to combat the social inequalities reflected in many urban schools based on ethnicity, culture and class bias which are entrenched, often covertly, within mainstream educational policies and practices? How can we promote highly efficacious pre-service teachers entering our workforce? Do programs utilizing an urban education approach to teacher training develop efficaciousness in pre-service teachers entering

¹² Hyland & Meacham (2004). *Community Knowledge-Centered Teacher Education*. P. 117

¹³ King, Hollins & Hayman (1997). *Preparing Teachers for Cultural Diversity*. P. xiii

the challenging profession of teaching in the urban classroom? Does one's perception of efficacy influence their journey from the university to the profession of teaching?

Through an examination of the features and philosophy of urban education, the qualities that are associated with prospective urban educators, the notion of professional efficacy and the correlation between efficacy upon graduation and perception of professional success, this dissertation addresses the questions stated above and attempts to convey how urban education may provide a contemporary and more effective approach to the process of teacher training for the complexities of today's urban classroom.

1.1 Positionality of the Researcher

For clarity and credibility, it is important that I situate myself as a researcher in relation to my own work, explain my ideology and research perspective, and outline the methodology utilized to conduct the research for this dissertation. With the belief that qualitative research is very much determined by the researcher themselves¹⁴ the importance of clearly positioning myself in the context of the dissertation focus is perceived as vitally important to the work. Grounded by my own experience as an educator, the desire to combat the educational injustices that are perpetrated by societal inequalities has always been the dominating motivation behind my research. As a fairly recent graduate, I noticed the void in my own education process exploring critical pedagogy and having the tools to question inequalities within the education system. Having been educated predominately within educational establishments grounded in mainstream pedagogical practices and philosophies, I complied with the dominant ideology because that is what I had always known. The white, middle-class ideals that were projected through my teacher training program were the same ideals I had been socialized with through my own education at home and in school, so at this point I lacked the knowledge or experience to see the program through any other lens or to question the practices and policies that underlined the preparation process of future teachers. The skills that were taught were centered in traditional notions of school and schooling and the methods promoted were traditional authoritarian instruction, and lacked any critical approaches of education. I entered the profession of teaching after a Bachelor of Arts in English Literature and a Bachelor of Education with the knowledge and skills that society (and

¹⁴ Patton (2002). *Qualitative Inquiry: Learning as Outcomes*. P. 1

the Faculty of Education) deemed necessary for the profession of a high school English teacher. After my first years of teaching, I realized that I held a different view on teaching and learning. I used alternative methods and developed lessons that integrated critical thought on issues that I felt were vital for students to explore like racism, discrimination and societal injustices. I believed (and still believe) that teaching is about giving students a voice; it should instill the love of learning and build students with skills and knowledge to know themselves and to succeed in the world around them. It wasn't until discovering the discourse of urban education and the works of Paulo Freire, Lisa Delpit, Gloria Ladson-Billings, Linda Darling-Hammond, Joe Kincheloe, Shirley Steinberg, Henry Giroux, bell hooks, Peter McLaren (just to name a few) who illuminated what my traditional teacher training program failed to project - education with an anti-oppression, emancipatory agenda and educators as agents for social justice.

This research is conducted with a critical pedagogical paradigm. Critical pedagogy is 'the study of oppression in education; the study of how issues of race, class, gender, sexuality, and colonialism will shape the nature of what goes on in education and will shape the purpose of education.'¹⁵ As a new teacher myself, I understand that one enters the profession with the knowledge and skills the college of education deemed necessary for you to have obtained, and prior to the recent past (and very much still so today) those positions of what knowledge is deemed worthy and unworthy for teachers were made by those in positions of prestige, those holding societal power. Fundamental to such a critical framework is questioning the relationship between what happens in urban classrooms and the effort to build a more democratic and just society, which I feel is vital within this work. I, like other critical pedagogues, see schooling as a political process in which the positions of power within society and played out and reinforced in an educational arena. As Peter McLaren (1994) writes, "it (schooling) is always implicated in relations of power, social practices, and the favoring of forms of knowledge that support a specific vision of past, present, and future." Without action, which involves questioning the current situation of educational policies and practices, the future remains grounded in the mistakes of the past and present, which leads me to my path today.

Within a critical interpretative framework, I research the process of teacher training in contemporary urban settings with the objective of illuminating the necessity for educational reform within faculties of

¹⁵ Kincheloe, Joe L. (2008) from the introductory video "Why Critical Pedagogy?"

education grounded in traditional methodologies and ideals to ensure that teachers are given the critical skills and knowledge needed to understand and deconstruct their role as a teacher and the purpose of schooling and how this fits into developing a more socially just education system. It is an attempt to halt the reproduction of subordination and oppression of particular groups of students within educational establishments by failing to adequately provide pre-service teachers with the framework to question dominant systems of knowledge and power and instigate change through the process of teaching and learning. As a critical pedagogue I utilize a critical research paradigm to ground my work with the hopes of exposing societal inequalities, uncovering hegemonic social structures and exploring what directives might be devised to initiate change within both the education system and society. I believe that the failure to modify teacher training programs to comply with the needs of the contemporary urban classroom is not simply an injustice to the pre-service teachers entering the profession unprepared, but it is an injustice to the students in our urban classrooms who are taught by those who are unprepared for the reality of the profession. I conclude with a quote by Joe L. Kincheloe (2008), which I feel articulates my own feelings on the purpose of my research and my personal perspective on education in our contemporary world.

A critical ontology maintains that if we understand the social construction of our selfhood, appreciate the way power operates to shape our values and ideologies, develop and affective commitment to developing new ways of seeing and being, seek out and learn from divergent modes of relating to difference, and commit ourselves to a humility that allows us to listen to people from diverse times and places, we can become better and more worth-while individuals. (Kincheloe, 2008: 2)

1.2 Research Methods

This dissertation uses a mixed method research paradigm. In this study, a mixed method research paradigm ‘combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (Johnson et al, 2008)’.¹⁶

¹⁶ Johnson, Onwuegbuzie & Turner (2007). Toward a Definition of Mixed Methods Research. P.123

Quantitative data from national statistical offices is utilized to examine and present demographic data from the respective cities, as well as qualitative data exploring the data drawn from the sample groups from the two universities to explore individuals' perception of efficacy upon graduation and twelve months subsequently. The methodological approaches remain relatively distinct within the dissertation itself, but are complementary for the analysis, interpretation and bring additional depth to the analysis of the research question. The use of a mixed method paradigm allows one to draw on a variety of methods to provide a wider scope of understanding to the construct of urban education, the demographic changes of cities and teacher training in urban settings; it provides dimensionality to the research question, as well as giving insight to individual experiences and perspectives.

The initial section of the paper, the theoretical section, provides the scaffolding of fundamental information for the reader as it outlines the discourse of urban education, the nature of schools and schooling in urban spaces, and the differentiation between a mainstream conventional teacher training programs and those centered within an urban education paradigm. The second section of the paper investigates various interdependent variables relating to teacher training in urban settings; these include: the exploration of demographic urban change, the concept of professional efficacy in urban educational settings, modifications that have been made over the past decade to teacher training programs, and approaches to teacher training in Berlin and Toronto.

The examination of demographic changes in Toronto and Berlin is reviewed using quantitative methodology; government statistics and information collected by local urban initiative groups was utilized to profile demographic flux between 1996 and 2006, which enables trends to be conveyed and examined. This is explored in respect to how such changes have influenced schools and schooling, providing a micro-framework of how neighborhoods throughout urban spaces have altered and transformed, with schools coincidentally altering as well.

The secondary training program course books from the teacher training programs at the Freie Universität Berlin (FU) and the Ontario Institute for the Study of Education at the University of Toronto (OISE) from 1996 to 2006 are examined to investigate what courses were mandatory and what courses optional annually, to see if the programs modified in respect to the demographic changes that were occurring. The adoption of courses addressing issues relating to urban education, or the

integration of such courses into the mandatory course list reflects a prioritization of such skills and knowledges in the preparation process of pre-service teachers. The omission of courses addressing issues relating to urban education depicts a lower level of importance placed on learning about such educational issues by the faculty of education.

The chapters on efficacy explore the correlation between the perception of efficacy, teacher training programs and the profession of teaching. Following the chapters on the construct of efficacy and the relevance of efficacy in relation to teacher training, the research data on the pre-service teachers from the FU Berlin and OISE and their personal perception of professional efficacy upon graduation and a year later is explored.

Within this section of the paper, qualitative content analysis is used to interpret the candidates' perception of efficacy during different stages of the journey from the university to the workforce. It is utilized to capture the context, personal experiences and reflections of the candidates through their responses in the on-line questionnaires and presented in individual case-study style overviews; this ensures that the candidate's experience is explored both within an individualistic and collective lens. Qualitative content analysis as a research method provides a flexible framework for textual analysis and allows one to utilize a variety of devices to analyze and interpret the collected data. With such flexibility, one is able to decipher the information brief case studies and comparative charts, which in turn provides greater insight into various elements of the topic itself. The use of case studies helps to illuminate the specific personal experiences and perspectives of pre-service teachers graduating from urban teacher education programs.

The results from two on-line questionnaires administered to the student sample groups from OISE and the FU Berlin who volunteered to participate in the research are examined to outline profile information on students' perception of efficacy upon graduation from the different programs and 12 months after completion. Both sample groups originally consist of ten students from each university, and help provide a profile on different students' perception of efficacy towards urban teaching, reflecting on their own perspectives on their teacher training program and the profession of teaching. The initial questionnaire provides the foundation for the follow-up survey twelve months later, which further explores of the construct of efficacy and the journey from the university to the urban classroom.

The second on-line questionnaire allows for personal reflection on the process of teacher training twelve months after completion of the mandatory course requirements and is completed by eighteen of the twenty candidates. The two questionnaires cumulate to illustrate the transformation process from the university into the profession, in regards to candidates' perception of professional efficacy as well as their personal reflections on the process of teacher training and its role in their perception of competency entering the workforce.

The two sections of the paper correlate to present an exploration into: the discourse of urban education; the changing nature of schools and schooling within urban spaces due to demographic changes; efficacy and the role it plays in the profession of teaching for new teachers; and how all of these factors combined illuminate whether schools of education are preparing pre-service teachers with the skills and knowledge needed to be prepared for the complex reality of contemporary urban classroom of Toronto and Berlin.

1.3 Limitations of the Research

This study is not a comparative study between Toronto and Berlin. It explores two different types of teacher training programs and graduates' perception of efficacy towards teaching in urban classrooms. Urban education programs are uncommon within faculties of education throughout Canada and Germany. The FU Berlin does not have an urban education program, therefore, the research could not be based on two training programs within the city. The new urban education cohort at OISE was utilized in this study to explore the perception of efficacy of graduates from two types of programs and their perception of efficacy upon completion. The structure of the program utilized at the Freie Universität Berlin can be characterized as the common framework for teacher training programs in both countries. Ten faculties of education in leading universities across Canada were contacted to inquire whether urban education teacher training programs were offered and only one (OISE at the University of Toronto) currently offers a training program grounded in an urban education paradigm. The remaining nine universities utilize a 'traditional' framework for their secondary teacher preparation program, which is composed of courses over one or more years and integrates a theoretical foundation of educational knowledge with practical skills implemented in two or more practicum placements within the duration of the training program. This structure, utilized by the FU Berlin and

many other leading schools of education is still commonly used, and therefore, OISE was chosen as an alternative framework to provide insight into an intriguing feature of teacher education- pre-service teachers' perception of efficacy and the teacher training program within contemporary urban settings.

With such a small candidate group, this study simply aims to provide insight into the pre-service teachers' transition from the university and beyond, and how pre-service teachers' perception of efficacy towards teaching in the complex environment of contemporary urban classrooms may be influenced by the skills and knowledge obtained through the teacher training program. It is an examination of twenty individuals completing two different types of teacher training programs and their own perceptions of teacher efficacy and the profession that lies ahead. Moving from the university to teaching in the contemporary urban classroom is often a daunting task, despite which country the person is from or the training program one completes. This study attempts to illuminate if the skills and knowledge learned within different training programs increases pre-service teachers' perception of efficacy towards teaching in urban classrooms. A larger study would provide more insight into the realm of teacher training and efficacy. Increasing the methods used in the study to incorporate personal interviews with the candidates might deepen the responses to provide additional insight into their experiences. On-line questionnaires were effective due to the limitations based on language ability and geographical restrictions of the researcher and sample group. This research aims to motivate greater investigation into the realm of urban education and the process of teacher training in contemporary urban centers.

2. Intercultural and Urban Education

The fields of both urban and intercultural education have been integrated into schools of education over the last few decades in response to changes to the social and cultural composition of society. Urban and intercultural education share many common features; both fields address many of the same issues relating to cultural, social, linguistic and religious diversity within the realm of education and attempt to offer insight into the necessary direction of contemporary education of both teachers and students to promote a more tolerant, aware and socially-just society. The fields of urban and intercultural education play an important role in the contemporary teacher training process due to the fact that their fundamental principles encourage and develop levels of cultural understanding, self-reflection, respect for diversity, and awareness of social inequalities. They attempt to provide knowledge, insight and perspective into complex issues that currently exist in our contemporary classrooms and aim to develop the skills needed to approach such issues in the urban classroom. These skills differ from those needed in the past, which is why the need for reform within teacher training programs is presently so important. The following section of the paper will briefly define the discourses of intercultural and urban education to outline the similarities and differences between the two fields of educational discourse.

2.1 The Discourse of Intercultural Education

Intercultural education has been defined in many ways within national mandates and educational discussions throughout the past few decades. Multicultural education, intercultural education and anti-racist education are often used interchangeably, although many argue that there are fundamental distinctions,¹⁷ others perceive them all stemming from the same set of ideals. In the 1980's, the term multicultural education was replaced by intercultural education by some theorists because of concerns that multicultural education failed to sufficiently address issues relating to racism and discrimination, and offered only a tokenistic understanding of non-dominant knowledge,¹⁸ but the terms are often used in the same discussions around educational reform. Since then, the discourse of intercultural education has continually reformed, and progressively been integrated into educational frameworks throughout

¹⁷ Mallea & Young (1997). *Intercultural Education in Canada*. P. 90

¹⁸ Coulby (2006). *Intercultural education: theory and practice*. P. 247

Europe and North America. Deeply complex and often vast and wide-ranging, providing a brief overview of the discourse is challenging; therefore, this section simply attempts to review some of the features of the discourse to provide a framework for analysis and comparison.

A multicultural / intercultural curriculum includes:

the contributions of knowledge and culture of a variety of racial and ethnic groups; its goal is to foster a sense of openness to others in students by recognizing the value of those contributions (Milligan, 2001:33).

the demand for tolerance and mutual understanding, in the rejection of ethnocentrism and the demand for a corresponding critical revision of curricular materials that takes into account the multicultural world of reality (Hohmann, 1983 cited in Richter, 2001).

Demographic movement is at the centre of much of intercultural education; the economic, cultural, political and social forces of national and international movements must be taken into consideration when approaching issues relating to intercultural education.¹⁹ Coulby (2006) provides a key prime example of this stating how the war in Iraq and the ‘war on terror’ has had a massive effect on the perception of Islam and Islamic peoples. This, in turn, affects people in a global context, Islamic or otherwise, because of the influence it has had on the way people think, behave, and interact in all realms of society throughout different areas of the world. Intercultural education, like all other forms of education, is political and when de-politicized, it is diminished to something much less than it is.²⁰ Therefore, to fully understand and address intercultural issues, one must view them in respect to the wider political, economic, and social factors that interplay on a global scale.

Jagdish Gundara, in his text *Interculturalism, Education and Inclusion* (2000) outlines another key idea relating to this concept of interculturalism and politics:

Terms like ‘multiculturalism’ and ‘social diversity’ are used in contemporary discourse descriptively, to highlight the presence of the ‘non-European other’. But if issues of intercultural relations and equitable intercultural public and social policy are to become a reality, then this ‘other’ has to be treated as being central rather than marginal to European societies. (p. 119)

¹⁹ Coulby (2006). *Intercultural education: theory and practice*. P. 249

²⁰ Coulby (2006). *Intercultural education: theory and practice*. P. 249

It is important to take into consideration that despite efforts made to enhance understanding and pluralism, a vital component for interculturalism is the sense of belonging, which includes societal participation and inclusiveness of different groups working together to found practices and policies and establish a shared value system. Theoretical debate, academic groups, think tanks etc. have for years, and continue to, write, discuss, debate, conference on intercultural aspects of contemporary society but actual changes to the current social system or higher education have yet to be seriously reformed.²¹

The discourse of intercultural education is overwhelmingly concerned with schooling because of the massive effect the political, economic, and social realms have on educational policy and practice, school and schooling, and teaching and learning.²² Intercultural education is education that respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education and provides the learners with the cultural knowledge, attitudes and skills that enables them to contribute to respect, understanding, and solidarity among individuals, ethnic, social, cultural and religious groups and nations (Coulby 2006).²³

Intercultural education contributes to the active and full participation of learners in the classroom and in society.²⁴ This is an important principle, for it is inactive passive behavior that is often covert and unnoticed but reinforces exclusion of particular groups within educational environments and other social spheres. Therefore, intercultural education provides a learning environment that is inclusive for all learners, provides a voice to its students, and promotes a strong sense of identity. It aims beyond the objective of passive coexistence, attempting to achieve a developing and sustainable way of living together in multicultural societies through the creation of, understanding of, respect for, and dialogue between different cultural groups.²⁵

Intercultural education is a whole-school philosophy; reflecting in the curriculum, school climate, course content, perspectives of teachers and administration, and throughout the classroom setting. Unfortunately this is often not what is learned in many teacher training programs; instead, the

²¹ Gundara (2000). *Interculturalism, Education and Inclusion*. P. 127

²² Coulby (2006). *Intercultural Education: theory and practice*. P. 252

²³ UNESCO Guidelines for Intercultural Education 2006. P. 25

²⁴ UNESCO Guidelines for Intercultural Education 2006. P. 24

²⁵ UNESCO Guidelines for Intercultural Education 2006. P. 16

examination of intercultural education takes place in one or two courses designated specifically to issues pertaining to race, class, religion and language.²⁶ With this method, the whole-school, interdisciplinary approach to intercultural learning is diminished. This is well articulated in another statement by David Coulby (2006) in his text *Intercultural Education: theory and practice*:

Interculturalism is not a subject which can be given timetable time alongside all the others, nor is it appropriate to one phase of education only. Interculturalism is a theme, probably the major theme, which needs to inform the teaching and learning of all subjects. It is just as vital at university as it is at kindergarten. If education is not intercultural, it is probably not education, but rather the inculcation of nationalist or religious fundamentalism. (Coulby, 2006: 246)

Intercultural education is a means of preparing students for life in a highly segmented, multifaceted and multilingual society, which is increasingly prevalent in our urban centers throughout the world.²⁷ The changing demographics of cities requires modifications made to our educational sphere; the curricula, the role of schooling, classroom management and teacher competencies need to be reassessed in order to establish new intercultural practices that better suit the needs of contemporary society.²⁸ This includes the effective integration of an intercultural philosophy throughout realms of education and not segmented to particular areas of teaching and learning. This is a complex requirement for teacher training programs. Incorporating critical intercultural inquiry into teacher training programs requires the acknowledgement that we cannot simply teach about others, but instead teach pre-service teachers how to discuss and critically explore cultural, linguistic, ethnic, racial, social class, sexual orientation and gender differences and how they relate in a classroom setting, as well as engage pre-service teachers in self-exploration, self-reflection on their own identities, biases and privileges.²⁹

Development of new intercultural paradigms are vital for both individual and group relationships in the diverse settings of our urban centers; all levels of education should contribute to the alleviation of xenophobia, racism and other forms of discrimination but in order for this occur, intercultural education must be effectively implemented within educational systems, especially in the realm of teacher training. An active and effective directive must be given in order for new teachers to have the competencies needed to approach intercultural issues prevalent in today's urban classroom; the

²⁶ Hyland & Meacham (2004). Community Knowledge-Centered Teacher Education. P. 117

²⁷ Taylor (1997). The Council of Europe and Intercultural Education. P. 59

²⁸ Gundara (1997). The Way Forward. P. 208

²⁹ Guo, Author & Lund (2009). Intercultural inquiry with pre-service teachers. P. 575

discourse of urban education is a viable option to instigate such a directed reform and effectively address key societal issues in the realm of teacher training.

2.2 The Discourse of Urban Education

Urban education as a field of study first became a significant educational discourse in America in the late 1950's and was little more than a euphemism for education for African-Americans; but the discourse has gone through several transformations since that time.³⁰ Although established in different empirical approaches, the sociological approach to urban education grounds the research of this paper and has had at least two important manifestations worthy of noting in a brief introduction to the discourse: the Chicago School and the writings of the Castells in the 1970's and 80's.³¹ Coulby and Jones (1992) discuss that despite the fact that education was not a key research focus for either influence, one can apply their theories to issues that were rarely addressed by their originators. The exploration of different urban theories have all contributed to the contemporary understanding of urban social theory, which has in turn, contributed to the development of urban education. Despite which approach is utilized to examine the field, the wider economic, political, and social forces that are operant in cities cannot be ignored in discussions on the discourse of urban education.³²

Urban education, as we know it today, has developed out of the increasingly desperate situation found in many inner-city schools throughout United States over the last few decades. This situation was reinforced by various factors that, for the most part, primarily affected urban inner-city schools consisting of mostly low-income students and minority ethnic groups. According to Dowdy & Wynne (2005), some of the influential factors that have had an affect are: American educational institutions gearing away from community leadership in schools and directed towards a corporate paradigm for education; teacher training as 'scripted' instead of collaborative and interactive; the implementation of standardized, minimum-competency, commercial programs found almost exclusively in low-income minority ethnic group communities; decision making removed from involved participants of the

³⁰ Coulby & Jones (1992). Theoretical approaches to urban education: an international perspective. P. 4

³¹ Coulby & Jones (1992). Theoretical approaches to urban education: an international perspective. P. 6

³² Coulby & Jones (1992). Theoretical approaches to urban education: an international perspective. P. 9

schools and directed from elite networks with little understanding of community needs;³³ and the role racist and class bias politics, economics, and educational attitudes play in the miseducation of the urban child.³⁴ Urban education attempts to provide a educational framework to instigate reform and reclaim what all schools rightfully deserve - a just, equitable education developed to fit the educational needs of all the students involved.

Urban education has progressively gained interest throughout North American faculties of education in recent years. Much of the research that has taken place in this field derives from the United States, therefore, this essay is primarily based on North American research. Major universities throughout the United States, and recently in Canada, have started to recognize the importance of including features of urban education within the process of teacher training. University of California Berkeley (CA), Florida State University (FL), State University of New York (NY), Columbia University (NY), University of Chicago (IL), San Diego State University (CA) and University of Toronto (ON) are just a few of the major universities in North America that have developed urban education programs in response to the complex dynamics of urban schools, the acceptance of the drastic inequalities faced by schools in culturally diverse and / or lower socio-economic areas, and the desire to combat the disadvantage that is currently reinforced by the failure to properly prepare teachers to effectively teach in urban classrooms. Common features prevail in the majority of urban education programs listed above; these features will be discussed in detail in the following section of the paper.

Urban education is a relatively new domain in the realm of education and presents an alternative perspective and approach to traditional methods of teacher training. It is a critical examination of both schooling and society that counteracts the passive, formulaic teaching and learning that is contributing to disturbingly low success rates in urban inner-city schools. It is not culture or intellectual capacity that hinder the success of students in urban schools, it is inequalities of opportunity that exist in schools and society.³⁵ With this in consideration, the blame that has been traditionally placed on the unsuccessful student, their family, or the community is alleviated and inquiry into the effectiveness of the education system is initiated.

³³ Dowdy & Wynne (2005). *Racism, Research & Educational Reform*. P. 11

³⁴ Dowdy & Wynne (2005). *Racism, Research & Educational Reform*. P. 80

³⁵ Dowdy & Wynne (2005). *Racism, Research & Educational Reform*. Preface p. xix

Table One: General Overview of Intercultural and Urban Education

Intercultural Education

Urban Education

- Focuses on the development of inclusive educational settings, the strengthening of the learners identity and sense of self

- Focuses on the development of inclusive educational settings, the strengthening of the learners identity and sense of self

- Inclusive of all realms of education in relation to the features of the discourse: curricula, assessment, resources, classroom management, teacher training, student learning etc.

- Inclusive of all realms of education in relation to the features of the discourse: curricula, assessment, resources, classroom management, teacher training, student learning etc.

-Addresses societal issues, such as racism, class bias, and other forms of discrimination with the intention to promote cultural understanding, tolerance and cohesion

- Addresses societal issues, such as racism, class bias, and other forms of discrimination with the intention to combat social inequalities through educational reform

- Developed in response to the increase in multiculturalism within schools and society and the consequences stemming from this within the educational environment and in society

- Developed in response to the changing dynamics of schools in urban settings due to urban demographic flux and the consequences stemming from this in inner-city schools

- Training often takes place within a structured / classroom environment, ex. university, in-service training, conferences etc.

-Training takes place in combination with the school of education and the urban community

- Competencies often relate to obtainable skills and knowledge from texts, resources, developed curricula, etc that can be utilized in the appropriate context

- Competencies often derive from self-reflection and inquiry; critical examination of oneself and the society in order to initiate social change in both schools and society

- Applicable in any intercultural context

- Applicable in the context of urban settings

- Supports and promotes educational reform gearing away from traditional perspectives of education to encourage various viewpoints and cultural worldviews in the educational arena

- Supports and promotes educational reform gearing away from traditional perspectives of education to encourage various viewpoints and cultural worldviews in the educational arena

- Deeply rooted in the wider context of social, political, and economic factors of society

- Deeply rooted in the wider context of social, political, and economic factors of society

- Educators work to develop greater cultural knowledge and understanding in students and within the school, promote acceptance of others, and encourage diversity as a positive attribute within the classroom

- Educators work with a strong anti-oppression agenda and act as agents of social and educational justice. This includes the work that is done within the classroom, school, and in society

2.3 Educational Ideology, Schools and Schooling

Currently, many nations around the world are seeking to transform their systems of education to comply with the changing economic, political, demographic and social imperatives. These changes define a new mission for both education and for teaching: one that requires schools to not only teach a standard curriculum through delivered instruction, but also provide a learning environment that enables all students to learn and develop their own knowledge and framework to the society around them.³⁶ These changes are much needed, especially in areas where the student populations are in flux with a variety of perspectives, learning styles, languages, religions, worldviews and life experience. It is vital for education systems to continue to reform to comply with the changing dynamics of classrooms and educational needs of today's urban students. Despite the fact that such changes are recognized on many political and social agendas, often even the smallest changes in the realm of education can be a long and extensive process.

The fields of intercultural and urban education are both complex, multi-dimensional areas of educational research. They are both strongly rooted in the social, economic and political realms and the focus of promoting diversity and combating social inequalities. Schools of education must be aware of the role that teaching plays in addressing such issues and in turn, be inclusive of progressive approaches to be critical of school and schooling in order to prepare prospective teachers to effectively confront existing social issues in the educational sphere. As mediators of the curriculum and as classroom facilitators, it is individual teachers who to a significant degree define what educational approach will be implemented in the daily workings of the classroom. By developing the appropriate cultural awareness, sensitivities, knowledge and skills in prospective educators during pre-service programs, teaching inclusive of intercultural and urban education will more likely occur within inner-city classrooms (Mallea & Young, 1997). When teachers fail to challenge curricular frameworks that reproduce existing discrimination based on gender, race and class, they transmit messages to their students that such disparities are justifiable and irrefutable.³⁷ Despite the common perception that factors relating to a students' background, such as socio-economic status, parental education and other issues relating to the family, are the major reasons for disparity of student achievement, research has

³⁶ Darling-Hammond (1997) 'Forward' in *Preparing Teachers for Cultural Diversity*. P. ix

³⁷ McLaren (1994). *Life in Schools*. P. 2

shown that the quality of teachers can have an effect equally influential.³⁸ An apolitical approach to teaching, schools and schooling in contemporary urban schools reflects the inability of teachers to take a stand on matters of equality and social justice,³⁹ and does little but reiterate and solidify disparities based on race, gender and social class in both schools and society. Education is never neutral nor is apolitical (Veugelers, 2001); the deprivation of the opportunity to study the larger social, political, cultural and economic contexts of schools and schooling deprives pre-service teachers of an adequate training for the current profession.

Contemporary approaches to teacher training that include the exploration of how optimal learning occurs in various environments and metacognitive processes considered by pre-service teachers, recognize how teaching affects learning for different students contrasts. In such programs, the older “technical” approaches to teacher education (Kincheloe, 2004), teaching was often seen as formulaic and the implementation of learned routine, and was unresponsive to distinctive attributes of students’ learning needs or curriculum goals (Darling-Hammond, 2001).⁴⁰ Ideally, the pedagogies utilized in contemporary teacher training programs attempt to distance themselves from such approaches to teaching and learning and focus on preparing pre-service teachers with the skills to be innovative and reflective. They need to be provided with the skills that allow pre-service teachers to tailor learning environments to specific learning goals, to the students’ backgrounds and to the specific contexts in which learning will occur.⁴¹ The knowledge and skills to be able to develop a learning environment that suits the specific needs of diverse student populations is vital for success of both teacher and students within the contemporary urban classroom.

The increased cultural, linguistic, religious, and economic diversity that has risen from changes in urban demographics has given birth to a new, more complex educational arena.⁴² Both intercultural and urban education respond to such changes by: firstly, equipping new teachers with applicable skills for effectively teaching to diverse groups. Secondly, providing an educational framework with a variety of perspectives, values and standpoints to aid in the process of self-awareness and reflection. Thirdly, attempting to combat racism, discrimination and social inequalities by developing an awareness of the

³⁸ Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 14

³⁹ McLaren (1994). *Life in Schools*. P. 3

⁴⁰ Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 78

⁴¹ Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 78

⁴² Easter, Shultz, Neyhart & Reck (1999). *Weighty Perceptions: A Study of the Attitude and Beliefs of Preservice Teacher Education Students Regarding Diversity and Urban Education*. P. 205

role education plays in the promotion of social justice. The educators, researchers and activists affiliated with both urban and intercultural education work collaboratively on education projects that challenge power relations based on class, race, gender, language, sexuality, religion, ethnicity and ability, for they are manifested in all aspects of education, both in the formal and informal spheres.

Although urban and intercultural education share common characteristics, certain differences can be recognized. Firstly, whereas intercultural education generally refers to efforts made in education or other social spheres to develop a greater understanding of cultures, values, belief systems different than one's own, urban education emerged from sociology as the study of ways in which the changing environmental conditions of urban areas affect schools and schooling. Secondly, a dominating feature of urban education is community involvement and social justice activism, but this isn't stressed as much in intercultural education. And thirdly, learning is transferred from knowledge that is attained in a classroom environment, which is often the case for intercultural education, to student-centered self-exploratory learning that takes place in urban spaces (schools, communities etc). The onus is taken from classroom-directed knowledge, to self-reflection and active participation evoking insight, understanding and change.

Educational reforms such as intercultural and urban education attempt to develop a system that works to change both the education system of communities and the communities themselves. Urban education stresses a critical paradigm for the assessment of educational practices and policies, an anti-oppressive agenda and a framework focused around features of social justice. It aims to provide a foundation for pre-service teachers to work with and develop educational materials and learning environments that reflect diverse voices, experiences, histories, and traditions and while doing so, validating students' voice and place in the classroom.

With the formation and increasing awareness of intercultural and urban education within the realm of school and schooling, the challenge of reassessing the validity of traditional perspectives and methods arises. Faculties of education are slow in implementing educational reform, but it is gradually occurring in urban universities throughout North America and Europe.

3. Reforming Teacher Training Programs for the Contemporary Urban Classroom

The problem with today's schools is not that they are no longer as good as they once were. The problem with today's schools is that they are precisely what they always were, while the world around them has changed significantly. Schools must be restructured as centers of inquiry and reflection, not as unexamined tradition.⁴³

Unlike urban schools of the past, today's urban schools are a new phenomenon due to the economic, social and demographic shifts in the functions of cities.⁴⁴ Urban areas are in continual flux and are characterized by varying stages of development and cultural heterogeneity; different ways of life, values and beliefs conflict or mesh within the boundaries of urban communities. Diversity is no longer a marginal issue linked with immigrant groups or small numbers of ethnic minorities within the dominant society; instead, it has become the reality of the majority of urban neighborhoods and schools. Due to all of these elements, the process of teacher training has started to undergo movements of reform over the past few decades;⁴⁵ transforming the manner in which teachers are prepared, how they are supported in their on-going development, the ways in which they are expected to shape their professional practice, and their roles in educational settings are all key features of these changes.⁴⁶ Teachers' success in engendering both social and academic learning derives from developing their own levels of social and cultural competence, as well as having been provided with the tools to deliver such skills in their students.⁴⁷ These tools are the skills and knowledge recognized by faculties of education to be necessary for the professional development of pre-service teachers. King, Hollins and Hayman (1997) reinstate this idea:

Preparing expert teachers to effectively teach children from linguistically, culturally and economically diverse backgrounds requires the development and integration of particular culture- and class- specific foundational knowledges in, for example, human development, social behavior, and moral reasoning. In addition to pedagogy, there are issues of professional consciousness and ethical conduct in relation to the social and economic plight of many urban students. (P. 115)

They accentuate how reformation to teacher education programs lies beyond the chosen textbooks that will be used or slight modification to course outlines within the teacher training curricula to

⁴³ Urbanski (1988) cited in King, Hollins and Hayman. P. 130

⁴⁴ Coulby & Jones (1992). Theoretical approaches to urban education: an international perspective. P. 12

⁴⁵ Easter, Shultz, Neyhart & Reck (1999). Weighty Perceptions: A Study of the Attitude and Beliefs of Preservice Teacher Education Students Regarding Diversity and Urban Education. P. 205

⁴⁶ Griffen (1999). Changes in Teacher Education: Looking into the Future. P. 2

⁴⁷ Darling-Hammond (1997). 'Forward' in Preparing Teachers for Cultural Diversity. P. ix

incorporate an additional course or two. The ‘development and integration of particular culture- and class- specific foundational knowledges’ demands new skills are prioritized to ensure pre-service teachers are provided with the applicable skills for today’s urban classrooms. Individuals cannot separate where they stand in the web of reality from what they perceive; in contemporary critical social and educational theory, this statement lays the foundation for the concept of ‘positionality’; a concept that explores that since our worldview is socially constructed, we must devote attention to the differing ways individuals from different social backgrounds construct knowledge and make meaning.⁴⁸ And what is vital to remember is, a central part of being a professional educator in today’s school system is a true commitment to help all students succeed.⁴⁹

The execution of real and concrete change is long overdue in many colleges of education. In 1973, over three decades ago, the American Association of Colleges of Teacher Education (AACTE) issued the following statement regarding the need to educational reform in multicultural settings:

Multicultural education programs for teachers are more than special courses or special learning experiences grafted onto the standard program. The commitment to cultural pluralism must permeate all areas of the educational experiences provided for prospective teachers.⁵⁰

The changing needs of pre-service teachers was recognized in 1973 and a change to programs delivered by colleges of education was advised in order to ensure the skills and knowledge were obtained by pre-service teachers to teach in diverse classroom settings. Yet in 2010, we still are attempting to develop and implement effective programs with the same goal in mind and our urban settings have become increasingly more complex environments for schools and schooling. The call for a program that ‘permeates all areas of the educational experiences’ is still yet to be enforced in many colleges of education. This idea will be discussed further in the section on intercultural education throughout the curriculum.

A rigorous, interdisciplinary understanding of urban education and schooling has often failed to be incorporated into the teacher training program; disciplines and trans-disciplines such as history, sociology, anthropology, cultural studies, economics, political science, and geography could all assist

⁴⁸ Kincheloe & Steinberg (1998). ‘Addressing the Crisis of Whiteness’ in *White Reign*. P. 3

⁴⁹ Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 6

⁵⁰ Cited in Goodwin (1997). *Teaching for Cultural Diversity*. P. 5

to provide insight into the complex domain of urban education and equip new teachers with the ability to better understand the interrelationships that shape the current profession.⁵¹ Seldom does such an inter-disciplinary relationship develop within the framework of teacher training.

When teachers understand the historical, cultural, and political context of urban education, they develop a frame of reference, a big picture that not only helps them appreciate why some things work as they do but facilitates their construction of a sense of purpose. In contemporary education, this sense of purpose is too often lacking.⁵²

This statement also strongly relates to the section on intercultural education throughout the teacher training curriculum that will be examined in an upcoming chapter. Teacher training is in a period of transition. The need for change has been recognized and the process of assessing the training for urban educators has been initiated. Today's urban teachers are in a tenuous position; research has shown that teachers within many urban schools are often so encapsulated and overwhelmed by the demands of their teaching environment that they merely cope in the profession.⁵³ This is due to the fact that teachers have been, and often continue to be, prepared for a profession that has become much more complex than it was in the past. The role as an educator within the context of urban schooling demands rigorous preparation to ensure competent new teachers are entering the classrooms, but this type of preparation is not often taking place. Effective teacher education programs produce teachers who not only *cope* with the daily demands of their profession, but who have been properly trained to understand the complexities that exist within such learning environments and have been effectively prepared to educate students within such classrooms. This is not often the case due to the incongruence of the skills and knowledge taught in traditional teacher training programs and those actually needed to teach in urban classrooms. Schools of education have begun to re-evaluate their programs in recognition that reform is needed to comply with the current demands of the profession of teaching in inner-city schools.⁵⁴ The importance of effective, high quality teachers in our urban schools cannot be downplayed. According to one estimate, a child in poverty who has a good teacher for five years in a row would have learning gains large enough, on average, to close the achievement gap with higher-

⁵¹ Steinberg & Kincheloe (2004). 19 Urban Questions. P.14

⁵² Steinberg & Kincheloe (2004). 19 Urban Questions. P.15

⁵³ Griffen (1999). Changes in Teacher Education: Looking into the Future. P. 7

⁵⁴ Easter, Shultz, Neyhart & Reck (1999). Weighty Perceptions: A Study of the Attitude and Beliefs of Preservice Teacher Education Students Regarding Diversity and Urban Education. P. 205

income students; unfortunately this is seldom the case and gaps in educational achievement based on race and class remain large and persistent.⁵⁵

Developing a program that explicitly addresses teaching in urban contexts, developing core learning-to-teach strategies focused on urban school communities, and employing exemplary, veteran urban teachers to help design, develop and teach in pre-service training programs are three directives for effective reform (Howey & Post, 2002). A well-articulated program encompassing these directives, with critical attention given to diversity issues over the duration of the entire program, offers the best hope for moving pre-service teachers toward greater cultural sensitivity and effective education in culturally diverse classrooms.⁵⁶ The following section of the paper will examine what distinguishing features are attributed to the framework of urban education. This offers insight into how the teacher training process in faculties of urban education differs from traditional methods of teacher education and how such features might be more applicable in the effective training of prospective urban educators.

The inspirational words of bell hooks closes this section and offers a platform to continually return to and reflect on as we examine the contemporary role of the university in the process of teacher trainings in the amazingly complex settings of urban space.

If we examine critically the traditional role of the university in the pursuit of truth and the sharing of knowledge and information, it is painfully clear that biases that uphold and maintain white supremacy, imperialism, sexism, and racism have distorted education so that it is no longer about the practice of freedom. The call for a recognition of cultural diversity, a rethinking of ways of knowing, a deconstruction of old epistemologies, and the concomitant demand that there be a transformation in our classrooms, in how we teach and what we teach, has been a necessary revolution- one that seeks to restore life to a corrupt and dying academy. (hooks, 1994. P. 29)

⁵⁵ Loeb, Rouse & Shorris (2007). *Introducing the Issue*. P.3

⁵⁶ Causey, Thomas & Armento (2000). *Cultural Diversity is Basically a Foreign Term to Me: the Challenges of Diversity for Preservice Teacher Education*. P. 43

3.1 Teacher Training in Urban Settings: What Defines an ‘Urban’ School?

It is important to define what is implied with the terms ‘urban school’ and ‘inner-city school’ in the context of this paper prior to further exploration of research in the field. Different organizations, political parties, NGO’s, education groups etc. outline various definitions of what ‘urban schools’ are to comply with their own particular agenda, initiatives or objectives. Although these definitions may vary, research confirms that nowhere are the obstacles for student success as great as they are in urban areas or where students attend what may be considered an inner-city school.⁵⁷ It is also important to note that although various definitions do exist to categorize an ‘urban school’, it is important to contextualize every school as a self-contained entity when examining particular learning needs of schools, which are influenced by their own particular features, such as students’ background, students’ languages, and the knowledge and experience they bring into the classroom.⁵⁸

With this in mind, there have been particular characteristics that have been outlined which provide a general framework of what features often exist in urban or inner-city schools. Five basic characteristics used by the State University in New York’s School of Education (SUNY) to define an urban school provide a simplified example of some of these features. These are:

1. The school is located in an urban area rather than a rural area or town
2. The school has a relatively high rate of poverty
3. The school has a relatively high proportion of students of color
4. The school has a relatively high proportion of students who have limited English proficiency
5. The school has been designated as a ‘high-need’ school

(State University of New York, School of Education 2007)

Not all schools may meet all five requirements; diversity, lower socio-economic status, and language proficiency are often the dominant features of urban schools. Not all schools within urban areas are discussed in reference to an ‘urban school’ in the context of this paper, therefore, the concept of an urban school is not bound by geographical factors. The schools that are being referred to, when compared to schools within other districts of the same city, depict specific characteristics that

⁵⁷ Steinberg & Kincheloe (2004). 19 Urban Questions. P. 4

⁵⁸ Steinberg & Kincheloe (2004). 19 Urban Questions. P. 4

categorize them with greater challenges within the realm of education. The label of ‘inner-city school’ or ‘urban school’ derives from these challenges and not simply their location within a cosmopolitan setting.

The University of Toronto’s faculty of education utilizes a list developed by the Toronto District School Board called the *Learning Opportunities Index (LOI)* to define the key criteria for urban neighborhoods to be labeled ‘at risk’ and the schools within them classified as inner-city schools. The list of ten variables surpasses the previous list utilized by SUNY, and explores a wider variety of avenues that influence the realm of student achievement. These ten variables are:

1. Median income (derived from the median income of the postal code in which the student lives, from income tax data)
2. Average income (derived from the median income of the postal code in which the student lives, from income tax data)
3. Proportion of lone parent families (derived from the proportion of lone-parent families in the neighborhood in which the student lives, from census data)
4. Housing- single-detached houses (derived from the proportion of single-detached houses in the neighborhood in which the student lives, from census data)
5. Housing- apartment buildings (derived from the proportion of apartment buildings in the neighborhood in which the student lives, from census data)
6. Education- people with low education (derived from the proportion of people with low education in the neighborhood in which the student lives, from census data)
7. Education- people with university degrees (derived from the proportion of people with university degrees in the neighborhood in which the student lives, from census data)
8. Immigration- students in the school who arrived in Canada in the past five years
9. Immigration- recent immigrants in the neighborhood in which the student lives
10. Student mobility

In Berlin, one set of criteria constructed to identify inner-city districts ‘with development needs’ is the *Social Integrative City Project*. Since 1999, this project has been working towards lessening the ‘socio-spatial rifts in the city’, although the districts chosen throughout Germany are not limited to simply urban spaces or settings. Two primary factors considered in this project are: levels of immigration and levels of unemployment in a particular area and the effects such factors have on the social, cultural and

economic workings of particular neighborhoods. Although definitions and approaches vary from country to country in the labeling and funding of ‘inner-city’ neighborhoods, the underlying philosophy is shared and the promotion of community development and assistance lies at the core of the project workings.

Joe Kincheloe and Shirley Steinberg (2004), two leading critical pedagogues in the field of urban education, outline characteristics defining urban schools in their text *19 Urban Questions*. Although mostly associated with the previous lists directly or indirectly, five other features worth mentioning are: population density; health issues; teacher mobility; ethnic, racial, and religious diversity; and the undermining of ineffective business operations. All of which contribute to the complex dimensions of urban environments, education and schooling.

Two features, level of immigration (or racial, ethnic and linguistic diversity influenced by immigration) and socio-economic issues (levels of unemployment), repetitively appear in lists of criteria examining urban schools and spaces. These two factors will be the two focal areas examined in the two demographic overviews of Berlin and Toronto.

The most vital component to remember is that urban schools are learning institutions. They are environments that are meant to prosper individual growth through knowledge, learning, social interaction, trust and care. Urban schools have become notorious for being spaces that are dangerous, chaotic and lacking structure. This should be unacceptable to everyone, not just those who are disadvantaged and have no other options for their children but to send them to such a school. The education of our future generation determines the future society itself.

4. Distinguishing Features of Urban Education Programs

More than ever before, societies now look at higher education learning establishments to promote social cohesion, political stability and economic prosperity.⁵⁹ The development of urban education is a response to the state of schools and schooling in urban settings from the recent past to the present. The demographic, social, economic and cultural transformations that have occurred and continue to occur, change the dynamic of urban classrooms. Unfortunately, little has been done until recently to start to reform the training programs for prospective educators entering into this complex workforce. The differential demographic patterns among students in urban spaces have profound implications and create challenges to the process teacher education, and any reform is bound to be a complex and multifaceted procedure but programs grounded in an urban education framework have been developed and implemented by those seeking a new alternative to traditional training programs.

Although similarities exist with urban education programs and conventional training programs such as the inclusion of subject-specific courses, urban education has numerous distinguishing features. The features that will be discussed in the following sub-chapters of the paper are: university / school partnerships, community involvement in the teacher training program, diversity in the teacher workforce, intercultural philosophy throughout the curriculum, commitment to social justice, and the promotion of culturally relevant pedagogy. All six aspects contribute to the dominant framework of urban education and its approach to schooling and society.

4.1 University / School Partnerships

Public schooling, as an institution, promotes a disconnection between schools and local neighborhoods. This disconnect appears in all contexts, from wealthy suburban districts to poor inner-city ones; however, it is more pronounced in inner-city areas, where the detachment is further exacerbated by race, culture, and class.⁶⁰

Traditionally, teacher education has taken place within university establishments or schools of education with a segregation reinforced between the theoretical education of teachers and classroom

⁵⁹ Riposa (2003). *Urban Universities: Meeting the Needs of Students*. P. 51

⁶⁰ Reed (2004). *A Tree Grows in Brooklyn: Schools of Education as Brokers of Social Capital in Low-Income Neighborhoods*. P. 73

practice. Throughout the recent past, as teacher education programs modify to suit the contemporary needs pre-service teachers' prior training for the current workforce, the connection between teacher education programs, community and schools increasingly becomes stronger. Because of tighter intellectual, practical, and organizational connections across institutions of higher education and schools, it has become almost impossible to isolate teacher training as a separate and distinct phenomenon taking place primarily within university classrooms; instead, teacher education programs are progressively moving towards the strengthening of partnerships, new amalgamations of universities and schools marked by shared expectations, mutually reinforced education strategies, and common goals.⁶¹

Traditional teacher training programs, grounded in conventional pedagogical methods with one or two practicum placements, are still the majority within university teacher training programs, but the movement to a more on-going relationship between universities and schools throughout the process of training is occurring. Faculties of urban education consider the practical element of learning a vital component to the teacher training process. Classroom teaching, experience in the workings of schools, dealing with administration, discussions with parents, and attending community events occurs throughout the duration of the program, for it is these encounters that build the vital partnership between prospective teachers, the schools and the community. One example of this connection is depicted by OISE, with classes for pre-service teachers held in inner-city high school classrooms. The interaction and exchange of pre-service teachers with high school students is constant and on-going, enhancing the level of comfort within such an environment and building ties to the educational community. This reflects a strong commitment from the college of education to the community and schools and helps break down the walls built by the detachment hierarchical status of universities over urban communities.

Many schools of education are increasingly recognizing the necessity of strong university-school partnerships, and within the context of urban schools, these partnerships are seen as even more vital due to the complexity of the urban environment and challenges that exist within the classroom. A 'learning community' is a method of building alliances of trust, respect and understanding between the university, neighborhood schools, teachers, administration, parents and other local leaders, all of whom

⁶¹ Griffen (1999). *Changes in Teacher Education: Looking Into the Future*. P. 4

are active contributors in the process of teaching and learning.⁶² In building such a learning community, the intensive involvement with the community helps foster some of the skills and knowledge needed to prepare new teachers to be educators in inner-city schools.

By participating in a learning community, the university establishes its presence in a low-income neighborhood and in the local schools, which is essential in effectively forging ties to local residents. It is also necessary to strengthen ties between the schools and the university. To build bridges between schools and communities, schools of education must stand in the gap, extend hands to both parties and over time, bring them together.⁶³

The effective training of teachers within the urban environment demands strong partnerships and the active engagement of prospective educators in the communities throughout their teacher education program in order to prepare pre-service teachers to: understand the complex dynamics of inner-city classrooms, use experienced urban educators as mentors, challenge their own prejudice and stereotypes of urban schools and students, learn from dialogue and interactions with those who have faced similar cultural experience to the students and gain insight into racial discrimination and other forms of social inequalities perpetuated through mainstream education systems, and interact with community leaders and parents to learn about the daily workings of the community. These are powerful and valuable knowledges and skills for teaching in contemporary urban schools; lessons that are seldom learned in a university classroom, which is why university / school partnerships is a key feature of teacher training within the discourse of urban education.

What has been missing in the traditional teacher education program is not the participation within the schools (although it has been often much less than what occurs in faculties of urban education) or the engagement of practicing teachers and administration in this process, it was the lack of formal recognition, dialogue, or inter-institutional collaboration between schools and universities.⁶⁴ Without this, the importance of mentoring teachers and administrators in the preparation process was decreased. For the most part this is no longer the case, especially in faculties of urban education.

Schools have the ability to build social capital and improve the community where the school is located, for they are spaces where the available resources in a community can be invested through the

⁶² Reed (2004). *A Tree Grows in Brooklyn: Schools of Education as Brokers of Social Capital in Low-Income Neighborhoods*. P. 79

⁶³ Reed (2004). *A Tree Grows in Brooklyn: Schools of Education as Brokers of Social Capital in Low-Income Neighborhoods*. P. 80

⁶⁴ Hyland & Meacham (2004). *Community Knowledge-Centered Teacher Education*. P. 131

strengthening of a neighborhood's 'social fabric'.⁶⁵ Faculties of urban education recognize this, understand their role in neighborhood development, and commit to real change by forming alliances with the university, neighborhood and schools and become active participants of social change.⁶⁶

The 'Community Teachers' approach to teacher training reiterates this idea, in regards to setting field placements for pre-service teachers. Murrell (2000) explains that:

The course and the program are premised on the idea that students' first field experience should be a community setting rather than a school in order to appreciate the critical distinction between education and schooling, and learn firsthand the role culturally and ethnically constituted traditions of education in diverse communities have on their children's performance in school. Their weekly experience in the role of community teachers should be examined in small group reflection sections to critically interpret their observations and experiences at the site. As the term progresses, the university students build strong relationships with their students and acquire valuable teaching skills, thus affirming a critical component of the community teacher framework- good teaching and learning requires a good relationship between teacher and learner.⁶⁷

Murrell's description of pre-service teachers' initial practicum placement is something that rarely exists in teacher training programs. This concept requires a critical and multi-dimensional understanding the role of a contemporary urban teacher, beyond functional or dysfunctional lesson plans but instead, understanding the classroom is the neighborhood and the neighborhood, the classroom. Building social capital, assisting in community transformation, and building alliances between the university and community redefines the role of the prospective teachers and their professional obligations. It demands a greater commitment from teachers to the community and the schools within them, which must be seen a challenge in itself for schools of education. But through partnerships between the community and universities, the challenges associated with teaching in inner-city schools are reduced.⁶⁸ Prospective teachers must learn the skills and knowledge needed to be able to effectively perform within the complex dynamics of such learning institutions and one way for this to occur is with on-going involvement and experiences in the classroom and community.

⁶⁵ Reed (2004). A Tree Grows in Brooklyn: Schools of Education as Brokers of Social Capital In Low-Income Neighborhoods. P. 89

⁶⁶ Reed (2004). A Tree Grows in Brooklyn: Schools of Education as Brokers of Social Capital In Low-Income Neighborhoods. P. 89

⁶⁷ Murrell, P (2000). Community Teachers: A Conceptual Framework for Preparing Exemplary Urban Teachers. P. 343

⁶⁸ Reed (2004). A Tree Grows in Brooklyn: Schools of Education as Brokers of Social Capital In Low-Income Neighborhoods. P. 65

4.2 Community Involvement in the Teacher Training Program

Urban teacher education programs are recognizing a challenging dilemma faced by schools today; this is the reality that most of the prospective teachers of culturally linguistically diverse (CLD) community schools do not, and have never, lived in such a community. This fact poses new challenges for numerous reasons; firstly, pre-service teachers often lack understanding of the workings of CLD communities.⁶⁹ Secondly, pre-service teachers with different life experiences often carry preconceived ideas or prejudicial stereotypes of the CLD students and their community.⁷⁰ Both of these reasons may hinder the ability of prospective educators to empathize with the students, which in turn influences their ability to effectively teach to the needs of the specific student population. And thirdly, urban schools in low socio-economic neighborhoods have unique challenges compared to that of wealthier areas, such as lack of resources, under funding of schools, and issues relating to student poverty, which may influence educational outcomes and academic success. Prospective urban educators require training in order to have the competencies to effectively work within and understand this complex environment.

When teacher preparation programs view the knowledge-base for effective teaching in diverse settings as information or curricular content to be inserted into course sequences, it is often of little value for developing the capacity to work in diverse and urban classrooms. This approach is problematic because it obscures any clear articulation of effective practice in these settings.⁷¹

The point that King, Hollins and Hayman (1997) articulate in the quotation above reinforces the idea that in order for pre-service teachers to have the skills to effectively work within diverse classroom environments, they must be exposed to CLD communities, their daily experiences, perspectives and worldview. It is vital to understand such environments are context specific and need to be looked at individually rather than as simply as an ‘inner city’ or ‘urban’ school. This demands that pre-service teachers learn skills beyond the university classroom and are integrated in the community, connecting with and learning from the people who live there. Cultural knowledge and understanding, skills of community interaction, ethnographic inquiry, and critical reflection learned through such experiences enhance prospective teachers’ likelihood of creating learning environments that are inclusive, socially

⁶⁹ Hyland & Meacham (2004). *Community Knowledge-Centered Teacher Education*. P. 115

⁷⁰ Wynne (2005). *The Elephant in the Classroom*. P. 63

⁷¹ King, Hollins, & Hayman (1997). *Preparing Teachers for Cultural Diversity*. P.113

inviting and based on understanding and equity.⁷² The notion of connectedness is a central dimension of this idea; the connection between teachers and local community bound by a shared vision of educational purpose, respect, and solidarity.⁷³ This idea lies central to the philosophy of urban education.

Research data from North America and Europe has yet to convey equality of educational outcomes for children from CLD communities. The lack of connection established between the teachers, students, parents, school and community may be one major reason attributed to this.⁷⁴ Preconditioned power structures that often dominate educational establishments sets forth the dominating power dynamics between the school and the community beyond the school walls. As discussed in the previous chapter, it will not be until these invisible gates constructed by hegemonic ideals, practices and policies are disembarked that schools and communities connect in a meaningful way. This is an unfortunate reality, for the connection between the school and community is of utmost importance to educational success of its students.

Community participation in the process of urban schooling can, indeed, be seen as a major strategy for increasing educational achievement and social mobility. Instead of being *controlled through* the curriculum, communities could *take control of* the curriculum and thereby create a counterhegemony, enriching and emancipating the educational experiences of their children. (Dawson, 1984:184)

Teacher training programs situated in urban settings should ensure that the dynamics of the community are presented through the eyes of the community and not as a deficit of the residents. Urban communities, characterized by their cultural, linguistic, religious and economic diversity, have many strengths. Utilizing the voice of the community will ensure that the strengths are articulated. Seldom are urban schools portrayed to the public in a positive light; instead, the limitations of the children, the skills they lack, the poor neighborhoods they live in, the lack of appropriate assistance from parents, the negative effects of single-parent homes are reinforced consistently through mainstream society reinforcing the belief that those living in ‘disadvantaged’ situations are the cause of their own dilemma, not the economic or political system dominating social frameworks.⁷⁵

⁷² King, Hollins, & Hayman (1997). *Preparing Teachers for Cultural Diversity*. P.115

⁷³ Steinberg & Kincheloe (2004). *19 Urban Questions*. P.16

⁷⁴ Cummins (1993). ‘Empowering Minority Students: A Framework for Intervention’ in *Beyond Silenced Voices*. P. 101

⁷⁵ Dowdy & Wynne (2005). *Racism, Research & Educational Reform*. P. 71

Faculties of urban education use community leaders and organizations to assist in the teaching of pre-service educators to promote a greater understanding of the strengths and challenges that lie within their neighborhoods from those who live in and understand the communities. The sense of pride, dedication and worth that community leaders attribute to their neighborhoods aids in the process of changing the perception of what is deemed desirable and feasible in respect to education and community reform. This, in addition to the skills obtained through courses and practical experiences, contributes to the process of dedication to social change. Ideally, many different members of the community contribute to the instruction within the program and students in turn will contribute back to the community as effective educators through what they have learned in the program.

Faculties of urban education work to bridge the divide between the school and community by establishing an environment where parents and community members feel welcome and valued. The relationships between teachers, students, parents and community members are established and work toward the common goal of the success of all students. The school becomes a community centre for all members to use and benefit from, often housing after and before school programs for students, adult learning classes, ESL or language courses, and other community events to promote active involvement in the school of all contributing members. Programs are set up for the community, by the community, to challenge issues that exist. Concrete issues that are prevalent are addressed specifically for particular groups within the community; for example, upon recognition that African-American girls were struggling socially in a CLD community in Atlanta, the 'Be Present Program' was developed in the community school focusing on building support systems for African-American girls and their mothers.⁷⁶ This is simply one example of listening to the voice of the community, finding out what challenges exist, and collaborating to find a solution.

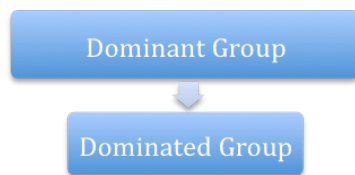
The structure and organization of schools within CLD communities have the ability to contribute to the extent to which minority students are empowered or disabled.⁷⁷ This concept looks beyond building bridges to theorize on how educational institutions can be structured to promote empowerment and greater academic success. Cummins (1993) devised a theoretical framework illustrating particular elements that should be incorporated to ensure empowerment.

⁷⁶ Dowdy & Wynne (2005). *Racism, Research & Educational Reform*. P. 98

⁷⁷ Cummins (1993). 'Empowering Minority Students: A Framework for Intervention' in *Beyond Silenced Voices*. P. 107

Table Two: Cummins' Theoretical Framework Empowerment of Minority Students

Societal Context



School Context

Educators Role Definitions	Empowered	Disabled
<ul style="list-style-type: none"> • 1. Cultural / Linguistic Incorporation • 2. Community Participation • 3. Pedagogy • 4. Assessment 	<ul style="list-style-type: none"> • Additive • Collaborative • Reciprocal-Interaction Orientated • Advocacy-Orientated 	<ul style="list-style-type: none"> • Subtractive • Exclusionary • Transmission-Orientated • Legitimization-Orientated

(Cummins, 1993: 107)

The four dominant elements, cultural / linguistic incorporation, community participation, pedagogy, and assessment all require an understanding by the teachers and school of the community and have a major impact on student success. The two initial elements are most applicable in this context due to their direct relevance on the affect of community participation, but the latter two are no less valid or important. The incorporation of language and language acquisition often leads educational and political debates on immigration, integration and educational success. The inclusion of minority languages within the school environment enhances students' sense of self, validates their cultural identity and promotes the feeling of belonging. Even without actual classes taught in minority languages, teachers and administration have the ability to communicate powerful messages regarding the value of culture and diversity. This recognition or incorporation does not devalue the importance of mastering the dominant language, it simply reiterates the value of cultural diversity and experience brought every day to urban classrooms by students.

Cummins' exploration into the element of community participation in regards to empowerment of minority students shares many common threads to what has been previously discussed throughout the chapter. He adds that when educators involve minority parents as partners in their children's education,

parents appear to develop a sense of efficacy that communicates itself to children, with positive academic consequences.⁷⁸ The perceived lack of parental involvement in urban school reiterates the distance between the school, teachers and the home environment. Reasons for the absence of extensive parental involvement in the schools are attributed to the types of challenging circumstances that urban schools face. Many inner-city schools have large proportions of immigrant families in their communities and these parents face unique challenges related to language, employment and settlement issues.⁷⁹ Such challenges can be overcome through awareness and alternative methods to connect with parents and the community at large. These include the provision of translation services when needed, regular multilingual newsletters, and parent volunteers. Many parents want to be involved in the academic process but have been excluded from participation by the school in various ways.⁸⁰ Exclusionary practices and policies must be done away with and replaced by inclusionary collaborative partnerships between all parties involved to ensure that success for all students is ensured.

In order to succeed with today's students and today's demands, schools are finding that they need to create communities in which students are well known - both academically and personally - so that teachers can understand and address their individual learning needs. Teachers are finding that they need to involve parents as partners, and they need to use new approaches that build on their students' knowledge and experience to create bridges between the students' diverse starting points and common, challenging learning goals.⁸¹

Faculties of urban education are involved in both the school and community and in turn, use the community and its leaders as teachers for prospective urban educators. By learning from experiences of community members and through community participation, prospective teachers learn to: effectively work within diverse environments; bond with the students and community members; collaborate towards a shared vision of the value and richness of diversity; and understand what life is like for their students outside of the classroom walls.⁸² All of which are vital elements in learning how to effectively teach in urban classrooms.

⁷⁸ Cummins (1993). 'Empowering Minority Students: A Framework for Intervention' in *Beyond Silenced Voices*. P. 109

⁷⁹ Jang & McDougall (2007). 'Lessons Learned from Schools Facing Challenging Circumstances' in *Orbit Magazine*, Vol. 36, No.3 2007. P. 24

⁸⁰ Cummins (1993). 'Empowering Minority Students: A Framework for Intervention' in *Beyond Silenced Voices*. P. 109

⁸¹ Darling-Hammond (1997). 'Forward' in *Preparing Teachers for Cultural Diversity*. P. XI

⁸² Reed (2004). *A Tree Grows in Brooklyn: Schools of Education as Brokers of Social Capital In Low-Income Neighborhoods*. P. 80

4.3 Diversity of the Teacher Workforce

Diversification of the teacher workforce is seen in the field of urban education as a key component to teacher training in contemporary urban settings. While the current level of cultural diversity of the student population of urban schools is increasing, the diversity within the teacher population is relatively stagnant; this cultural gap between students and teachers has both academic and social implications, especially for ethnically and culturally diverse students.⁸³ The contrast between the demographic composition of urban classrooms and that of teachers requires a change in preparatory methods for prospective teachers who, as a workforce, are predominately white, monolingual, and limited in intercultural exposure.⁸⁴ Substantial research has indicated that teachers who share the linguistic and cultural backgrounds of their students can play a very positive role in their educational experiences.⁸⁵ Teachers from diverse backgrounds are needed as role models for all students, but especially for students from minority groups.⁸⁶ According to Mercer and Mercer (1986), the racial / ethnic make-up of the teacher workforce communicates a strong message to children about the distribution of power in society, and a diverse teaching staff in urban schools reflects the reality of diverse classrooms and communities. Most U.S. teachers are European Americans from middle-class backgrounds and many speak only English; whereas, a growing majority of the student population are racial and ethnic minorities, live in poverty, and speak a first language other than English.⁸⁷ Over 13% of the population (2005) of Berlin are immigrants from various ethnic and racial backgrounds,⁸⁸ but this is not reflected in the teaching population. Nor is it in Toronto, where the population of immigrants is substantially higher.

In addition to acting as role models, people of color who are teachers can help minority students build cultural bridges to learning and construct cultural links between the home and school.⁸⁹ Such bridge-building strategies include selecting instructional materials that are of relevance to the students, designing instructional activities that engage students in culturally appropriate ways, making use of

⁸³ McNeal (2005). The Influence of a Multicultural Teacher Education Program on Teachers' Multicultural Practices. P. 405

⁸⁴ Easter, Shultz, Neyhart & Reck (1999). Weighty Perceptions: A Study of the Attitude and Beliefs of Preservice Teacher Education Students Regarding Diversity and Urban Education. P. 206

⁸⁵ Weisman & Hansen (2008). Student Teaching in Urban and Suburban Schools: Perspectives of Latino Preservice Teachers in Urban Education 2008; 43; 653. P. 654

⁸⁶ Villegas & Lucas (2004). Diversifying the Teacher Workforce: A Retrospective and Prospective Analysis. P. 71

⁸⁷ Darling-Hammond & Bransford (2005). Preparing Teachers for a Changing World. P. 237

⁸⁸ Ohliger & Raiser (2005). Integration and Migration in Berlin. P.10

⁸⁹ Villegas & Lucas (2004). Diversifying the Teacher Workforce: A Retrospective and Prospective Analysis. P. 73

pertinent examples and analogies drawn from the students cultural references to introduce or clarify concepts, and using a variety of evaluation strategies to maximize students' opportunities to display what they have learned in ways that are familiar to them.⁹⁰ Further research also shows that minority students taught by the same race / ethnicity teacher are better behaved in school (Meier & Stewart, 1991) and have lower dropout rates (Ehrenberg & Brewer, 1993).⁹¹ Although the results from these studies cannot be considered conclusive, they provide some empirical evidence to support a diversification of the teacher workforce. The following quote by Michele Foster (1995) reiterates the role of teachers of color in schools and schooling:

African American teachers express cultural solidarity, affiliation, and connectedness with the African American community. Often reinforced by long-term residence and employment patterns, this solidarity manifests in the way teachers characterize their relationships with students; the responsibility they take for the whole by teaching values, skills and knowledge that enables school success and participation in the larger society; and their demonstrated competence in the norms of the African American community. They link classroom activities to students' out-of-school experiences and incorporate familiar cultural and communicative patterns into their classroom practices, routines, and activities.⁹²

With this in mind, it is important to note that teachers of different ethnic and cultural backgrounds that have been trained in their teacher training programs with the proper skills and knowledge needed will be able to orchestrate the types of teaching and learning that enable students to benefit from the richness of cultural diversity in the classroom.

Teachers of color may be able to provide additional insight and life experience to not only their students, but also their fellow teachers. M. Cochran-Smith and John Bransford (2005) in their text, *Preparing Teachers for a Changing World*, reiterate the importance of diversity within the teaching workforce throughout the various chapters of their extensive text:

When a diverse group of people gather to teach and learn from one another they become resources for each other. The opportunities for in-depth conversations, teaching examples, inquiry, and other opportunities to learn and grow are enhanced as people with diverse prior experiences come together. Similarly, having a diverse population of teacher

⁹⁰ Villegas & Lucas (2004). *Diversifying the Teacher Workforce: A Retrospective and Prospective Analysis*. P. 74

⁹¹ Villegas & Lucas (2004). *Diversifying the Teacher Workforce: A Retrospective and Prospective Analysis*. P. 75

⁹² Foster (1995). *Handbook of Multicultural Education*. P. 578

candidates contributes to the learning climate for developing a culturally responsive pedagogy. The more diverse the array of prior experience and perspective among participants, the more generative can be the work of learning to teach.⁹³

All teachers, regardless of their racial, ethnic, socio-economic or linguistic background, need to develop cultural competence skills within their training programs in order to effectively teach students within urban classrooms that vary in life experience and backgrounds. Upon consideration of this, faculties of urban education recognize that teacher training programs must have the resources to help develop the skills for pre-service teachers of color to excel in their future profession and need to be attentive to providing teachers of color with the skills to effectively draw on the life experiences and insights that they bring to teaching.⁹⁴ One cannot assume that prospective teachers have the ability to effectively draw from their own life experience in the profession of teaching simply because they are from a minority group; therefore, faculties of urban education focus on providing opportunities and learning situations to help develop such competencies. These types of skills are very much connected with the educational opportunities that help build the qualities of self-reflection and inquiry discussed later in the dissertation. Both investigate the influence of one's own life experience on the workings of the classroom and assert that through critical self-reflection of one's own worldview and life experiences, a major component of the process of effective teacher training is initiated. Relating to this, teacher training programs should also address the issues or potential effects of marginality in the workplace. Kantler's theory of proportions (1977) first addressed this concept when exploring the corporate workplace and the experiences of white women in a male dominated work sphere. She outlined features that women in such situations were experiencing such as: feeling more pressure to conform, to make fewer mistakes; facing misperceptions of their identity and role within the organization; being stereotyped; experiencing greater stress; being more isolated and peripheral; being more likely to be excluded from informal peer networks in the workplace.⁹⁵ Although progress has been made and the role of women in the corporate setting has become more normalized, Kantler's concept of interactions within work environments being influenced by one's marginal status within such environments is still very much applicable. With the statistics conveying such low numbers of teachers being people of color, teacher training programs have an obligation to address the reasons and effects for such a monocultural environment in a multicultural urban setting.

⁹³ Cochran-Smith & John Bransford (2005). *Preparing Teachers for a Changing World*. P. 273 / 274

⁹⁴ Villegas & Lucas (2004). *Diversifying the Teacher Workforce: A Retrospective and Prospective Analysis*. P. 92

⁹⁵ Turner (2002). *Women of Color in Academe: Living with Multiple Marginality*. *The Journal of Higher Education*, Vol. 73, No. 1, Special Issue: The Faculty in the New Millennium (Jan. - Feb., 2002). P. 74-93

Challenges in this particular realm of urban education are deeply rooted and complex. Institutional racism, societal racism, structural racism, discrimination based on language and gender all influence the success of people of color in the sphere of education. Different countries vary in the educational process, but in most countries deeply rooted power structures have proved as obstacles for people of color in reaching the level of higher education and into colleges of education. Questioning the lack of diversity in teacher training programs involves questioning social structures, equity in the educational system, and social privilege. One must assess the interplay of various levels of society and how they correlate to discriminate against people based on class, ethnicity, or cultural elements. This is a complicated process due to the ingrained nature of many discriminatory social systems and structures; often the challenge lies in attempting to see beyond the dominant worldview or perspective and attempt to adopt a perspective that differs from the mainstream. The quotation below by King, Hollins and Hayman (1997) articulates this idea:

We found that most institutions of higher learning are gatekeepers for the status quo and that organizations are slow to change. Issues of equity and culture are complex, and the power structure of colleges and schools is built upon a social hierarchy of exclusion. Although professors of color may be recruited, or new books with cultural content added to the bookstore shelves, the power structure remains solidly in place; this structure is based on the legitimacy of the Western construction of knowledge, value orientation, and historical tradition.⁹⁶

They express how the inability to change and diversify is often very covert and deeply ingrained in underlying systems of social control that dominate various social realms and reaffirm institutional racism and discriminatory practices throughout society. Often it is not simply one factor that prevents diversity in the workforce, but many interdependent variables that must be examined through a perspective such as that of ‘intersectionality’ outlined critical race theorists.⁹⁷

Intersectionality means an examination of race, sex, class, national origin, and sexual orientation, and how their combination plays out in various settings. These categories - and still others - can be separate disadvantaging factors.⁹⁸

⁹⁶ King, Hollins & Hayman (1997). *Preparing Teachers for Cultural Diversity*. P. 55

⁹⁷ Delgado & Stefancic (2001). *Critical Race Theory*. P. 51

⁹⁸ Delgado & Stefancic (2001). *Critical Race Theory* P. 51

Such discrimination occurs on all levels, and throughout various societal spheres. They interplay to varying degrees, but result in discriminatory practices and policies being reinforced or developed. In order to enhance the teacher workforce through increasing the number of people of color, the social policies and practices that are currently in place must be re-evaluated to assess who is benefiting, who is being excluded, and how social systems can become more just to ensure that equality of opportunity exists. The recognition that institutional racism and systematic exclusion exists in both the university environment and in the practices of school and schooling is an important step in the direction for change. Continued dialogue and movements of reform concerning issues such as racism, sexism, classism and other forms of discrimination within the educational environment is vital if the workforce entering the profession of teaching is to become more diversified in the future.

4.4 Intercultural Philosophy throughout the Curriculum

As discussed earlier in the dissertation, the dominant features of urban education are strongly connected to those of intercultural education. Features such as combating issues of racism, sexism, religious intolerance and other forms of discrimination are apparent throughout both fields. Schools of education who are grounded in a more traditional ideology but have initiated steps to modernize their teacher training program seldom adopt intercultural education as an inter-disciplinary whole-school philosophy, but instead remain grounded in separating the core curricula from the one or two courses that approach issues relating to intercultural education.⁹⁹ This is a common procedure in faculties of education throughout North America and Europe. This separation of courses on intercultural issues results in a detachment of intercultural education from the other areas of teaching and decreases the likelihood that intercultural education will be seen as a cross-curricular, integrated feature of classroom activity inclusive in curriculum development, classroom management, exercises and class activities, and resources for lessons. It is within these activities that an intercultural educational philosophy is vital and effectively integrated within learning systems. The one or two intercultural education courses (or anti-racist education, multicultural education etc.) within the training process need to be replaced with a cross-curricular interdisciplinary intercultural approach to teaching and learning in order for pre-

⁹⁹ Hyland & Meacham (2004). *Community Knowledge-Centered Teacher Education*. P. 117

service teachers to have the knowledge and skills to effectively understand, implement and facilitate intercultural learning in all areas of schooling.

The belief that schools are schools regardless of the context, and the idea that the objective of teacher education is to prepare teachers to function effectively in any school simplifies the reality of the current profession, especially in the context of urban environments.¹⁰⁰ The type of ideology listed above hinders the progression of faculties of education by disregarding the importance for educational reform in teacher training programs to modify to suit the needs of students and schools with exceptional learning environments. Courses within teacher training programs in urban settings must be designed to ensure that student teachers gain an understanding and appreciation of the diversity found in urban communities. Teacher training programs must prepare prospective teachers with the skills to develop and implement an intercultural curriculum, and ensure that pre-services teachers have the ability to choose instructional materials that address the reality of social issues prevalent in the communities in which they teach. This conception of intercultural education surpasses the incorporation of ‘intercultural resources’ or unit plans focusing on intercultural issues. It requires pre-teachers to recognize who their students are, where they come from, and the positive elements they bring to the classroom and with such a recognition, help build students’ sense of self in and outside the classroom.

In an education system where the histories and cultures of Africans, Native Americans, Asians, Latinos etc are minimalized, trivialized, or completely ignored, every child loses. They lose because all children then absorb a truncated view of world realities, a seriously limited sense of the cosmic whole. In a 21st century world where much of its population will be people of color, how will our privileged White children ever learn to operate in that world if all they ever explore is their own cultural truths? (Wynne, 2005: 82)

The discourse of intercultural education stresses that all classrooms be inclusive and foster a sense of belongingness in all children. This relates to a variety of factors, such as: choosing a curriculum that reflects the cultural, linguistic and economic diversity common in urban classrooms; fostering a sense of self-worth, pride and individuality in all students; the ability to effectively manage a classroom within the context of the complex and very diverse urban setting; and the development of knowledge and skills that promotes respect for diversity, tolerance and understanding in classrooms and in society. Prospective urban educators must be effectively prepared through their pre-service training program to

¹⁰⁰ Reed (2004). A Tree Grows in Brooklyn: Schools of Education as Brokers of Social Capital In Low-Income Neighborhoods. P. 85

master such challenges with the skills and knowledge needed to effectively teach within the complex dynamics of the urban classroom. Core courses, such as school and society, curriculum development, classroom management, and philosophy of education all should incorporate these vital components of the teacher training process for they compose of the foundational core of teacher education. Furthermore, specialized focal areas, both level and subject specific, must have intercultural educational components throughout the curriculum. This means that issues of cultural and ethnic diversity will be woven throughout all the foundational cores and areas of concentration offered, as well as being a distinct and visible area of specialization.¹⁰¹

Geneva Gay (1997) discusses the notion of teacher training and multicultural education in detail, reiterating the importance of intercultural perspectives merging with the dominant curriculum of teacher training programs.

Because most teachers enter professional service with virtually no knowledge of ethnic groups, ethnicity, and cultural diversity, it is fallacious to assume that they will be able to relate well to culturally diverse students and successfully teach multicultural content in the classroom. Therefore, the teacher education curriculum must be designed to help teachers acquire knowledge, attitudes, and skills consistent with the principles of cultural pluralism and to translate the philosophy of multicultural education into classroom practices.¹⁰²

In the diverse societies that now exist in both Germany and Canada, training in intercultural competence for multicultural classrooms is not yet optimized to ensure pre-service teachers have the skills and knowledge Geneva Gay describes above. Education can play a role in the process of building a civic culture, in the socialization of groups of people, and can work to develop a shared value system in diverse societies.¹⁰³ But in order for this to occur, much has to be done in educational establishments and in the teacher training process to ensure that such a curriculum is effectively executed. Teachers have the ability to pave the way to a more just, equitable society, but this must be taught by schools of education in order for it to not only be understood by prospective educators but thoroughly believed and effectively implemented in the classroom.

¹⁰¹ Gay, G (1997). *Multicultural Infusion in Teacher Education: Foundations and Applications*. P. 12

¹⁰² Gay, G (1997). *Multicultural Infusion in Teacher Education: Foundations and Applications*. P. 15

¹⁰³ Gundara (1997). *The Way Forward*. P. 208

4.5 Commitment to Social Justice

Teachers have long been expected to be agents of change; they are expected to evoke change in the students they teach, and implement programs and curricula that reflect educational reform (Smylie, Bay & Tozer, 1999). Teachers are also expected to be key players in the role of social change acting as agents of integration and social justice, attacking problems of discrimination and social inequality from their schools and classrooms.¹⁰⁴ These three expectations for change, student change, school change and social change, are long standing and firmly established within the profession of teaching but at the same time, they are often ambiguous, contradictory, and contested.¹⁰⁵ The role of teachers as agents of change must be confronted and clarified by both schools of education and educational establishments if teachers are to be effective in such a position.

Despite the recognized importance of the role as agents of change, the evidence that exists depicts that current schools of education typically provide insufficient opportunities for teachers to develop the capabilities they need to manage dilemmas effectively as agents of change.¹⁰⁶ Faculties of urban education have strived to change this and attribute the commitment to social justice as a vital component within the framework of teacher training programs.

The skills needed to be effective agents for change are developed continually throughout one's profession and are goals of life long learning. The process of teacher training cannot fully establish such complex capacities; instead, such competencies can be initiated in the teacher training process and extended to the work environment and enhanced through on-going professional development.¹⁰⁷ This continual process reflects the considerable learning that must occur to ensure that this complex multi-faceted dimension of teaching actually takes place. This section of the paper will examine the notion of teachers as agents of social change, and the importance of such a role being strongly grounded in contemporary urban teacher training programs.

Teaching and teacher education are fundamentally political activities and it is impossible to teach in ways that are not political (Cochran-Smith, 1999); therefore, part of the role of teachers as agents of

¹⁰⁴ Smylie, Bay & Tozer (1999). Teachers as Agents of Change. P. 33

¹⁰⁵ Smylie, Bay & Tozer (1999). Teachers as Agents of Change. P. 34

¹⁰⁶ Smylie, Bay & Tozer (1999). Teachers as Agents of Change. P. 37

¹⁰⁷ Cochran-Smith (1999). Learning to Teach for Social Justice. P. 140

social change is based on the understanding of the larger social, historical and political dynamics of schools and schooling.¹⁰⁸ Curriculum and instruction are never neutral. Teachers choices in a daily basis about what knowledge to teach and how to assess what knowledge is being learned – and their choices are inescapably political (Kelly & Brandes, 2009).¹⁰⁹ The curriculum used in different school systems is constructed with the inclusion and exclusion of particular information or areas of knowledge that are seen to particular groups of people. But classrooms are not homogeneous environments, with one set of experiences or worldview. This is one way in which the structural inequalities ingrained schools and schooling help to perpetuate dominance for the dominant groups and oppression for the oppressed groups (Cochran-Smith, 1999).¹¹⁰ Teaching for social justice is teaching that is openly committed to a more just social order, and is a vital component to urban teacher training programs. Marilyn Cochran-Smith (1999) in her text *Learning to Teach for Social Justice* outlines six principles within the context of teacher education for teaching for social justice (table three). Her principles clarify further how prospective urban educators can effectively establish themselves as agents for social change and can be clearly seen in alliance with the ideology of urban education. Constructing a curriculum that includes diverse cultural content, developing culturally and linguistically congruent classroom patterns, respecting culture and cultural traditions, and working against factors of inequality emanate within both frameworks.¹¹¹ Although deeply rooted in the essential ideology of the discourse, teaching for social justice is not something limited to urban training programs. All prospective teachers should be taught to investigate their own life experiences and construct practices that are effective in an increasingly diverse society, however, because inner-city schools are often extremely diverse and frequently reflect social inequalities, understanding how to teach for social justice in urban areas is especially vital in the training of prospective urban educators.¹¹² This is a demanding principle; it lies beyond classroom instruction and textbook knowledge. It surpasses the formulaic structural components of teaching, and requires a much deeper level of commitment from pre-service teachers. Such a commitment extends beyond the professional arena and into one's own personal ideology of the realm of schooling and society, justice, equity, and social democracy. It is not neutral or passive, but instead sees classroom teachers as actively participating in developing a more just and fair society.

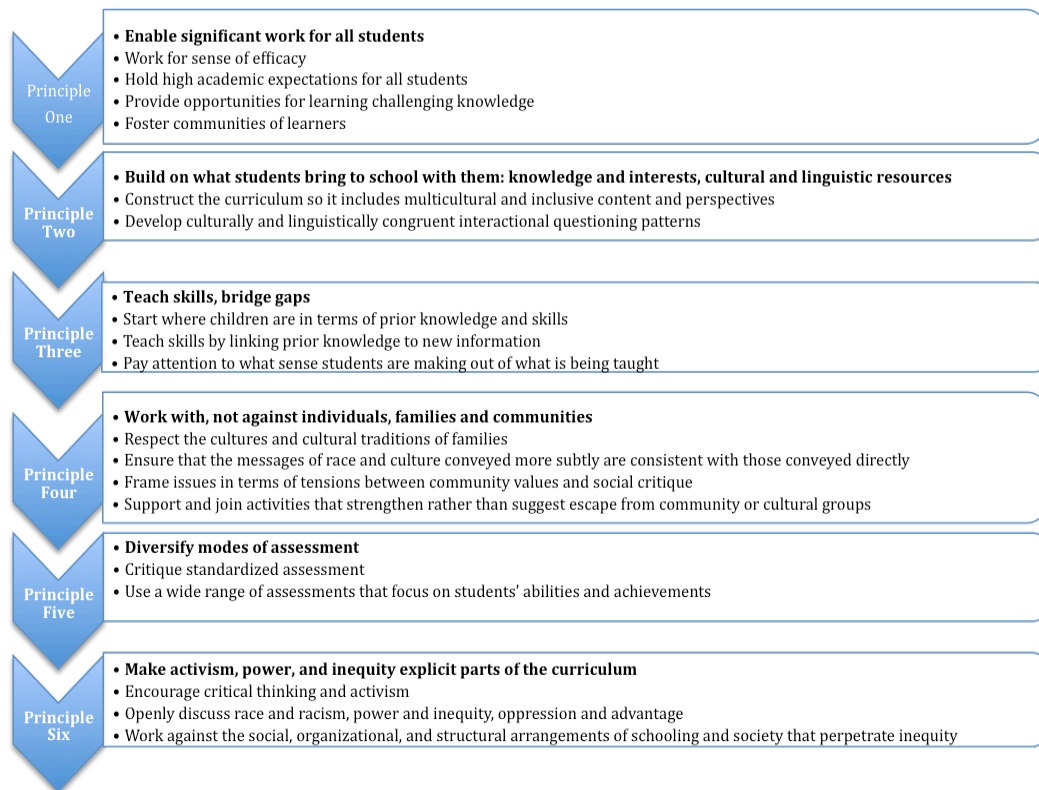
¹⁰⁸ Cochran-Smith (1999). *Learning to Teach for Social Justice*. P. 116

¹⁰⁹ Brandes & Kelly (2009). *Equitable Classroom Assessment: Promoting Self-Development and Self-Determination*. P. 2

¹¹⁰ Cochran-Smith (1999). *Learning to Teach for Social Justice*. P. 117

¹¹¹ Cochran-Smith (1999). *Learning to Teacher for Social Justice*. P. 139

¹¹² Cochran-Smith (1999). *Learning to Teacher for Social Justice*. P. 119

Table three: Cochran-Smith's Six Principles for Learning to Teach for Social Justice (1999)¹¹³

Although traditional training programs seldom encourage the exploration of one's own beliefs and value systems as a component of teacher education, the inquiry process is a central part of learning to teach for social justice. It is believed that through self-reflection and inquiry, prospective teachers will challenge their own ideologies and begin to investigate how one's own sense of self has a major influence on their perception of school and schooling and in turn, influences the manner one approaches the profession of teaching and education in general.¹¹⁴ High expectations of all students and of themselves as teachers are also vital components of teaching for social justice. Cochran-Smith (1999) reinforces this idea of high expectations and efficacy in the role of teaching for social justice:

As well as having high expectations for students, teachers for social justice have high expectations for themselves, working from a sense of their own efficacy as decision makers, knowledge generators, and change agents.

¹¹³ Cochran-Smith (1999). Learning to Teacher for Social Justice. P. 139

¹¹⁴ Easter, Shultz, Neyhart & Reck (1999). Weighty Perceptions: A Study of the Attitude and Beliefs of Preservice Teacher Education Students Regarding Diversity and Urban Education. P. 209

In addition, she states that:

pedagogy for social justice means providing opportunities for all students to engage in significant intellectual work and to do so, a student teacher strives to: work for a sense of efficacy; hold high academic expectations for all students; provide opportunities for learning academically challenging knowledge; and foster communities of learners (P. 122)

Both of the previous statements by Cochran-Smith (1999) are discussed in detail in connection with the next chapter on ‘qualities of prospective urban educators’ but the idea of high expectations for all students is one of utmost importance when examining teacher training in urban settings. Through training courses that help increase new teachers understanding of the dynamics of an urban classroom and how to successfully teach to the needs of diverse learning communities, the likelihood of future teachers entering into urban classrooms confident in their skills and believing in themselves and their students is much higher.

Through their courses, education students become critics of traditional discourse in academia and begin to carry a critical perspective of what has been deemed as ‘the norm’ or ‘truth’ in the field of education.¹¹⁵ In doing this, the voices of many are encouraged within the school environment and not simply those who emanate mainstream ideals; this includes both teachers and students and is a fundamental element in the process of education in contemporary urban educational facilities. This idea is discussed in further detail in the following section of self-reflection and inquiry and critical complex thinkers.

Teachers as agents of social justice requires a shift in the traditional perception of educators and it raises many additional questions on the feasibility of such a construct in relation to social justice and change, as well as the university’s role in developing teachers with such an agenda. Teachers as agents of social justice is a perception of the current personal and professional role of educators in learning environments that are not yet reflective of justice and equal opportunities for all of all students. It encourages future teachers to pursue a greater level of understanding of how the socio-political realms of society influence the workings of schools in order for teachers to comprehend how schools have arrived at their current state of being. It contrasts the teacher training curricula that presents a neutral stance to teaching and learning that has neglected to address how schools and schooling have in

¹¹⁵ Rubal-Lopez (2004). Who I Am Informs My Teaching. P. 109

various ways perpetuated cycles of poverty and inequality, rather than working against them. It encourages new teachers to build on traditional curricula with a more inclusive, multicultural framework and helps provide them with the skills to be able to do this. The role of the university is to ensure that courses within the teacher training program thoroughly approach such issues in ways that are inquisitive, reflective and honest. Courses, throughout the various focal areas, should provide future teachers with guidance to explore such areas of teaching and assistance with applying such knowledge to their future profession. Action comes through understanding. As previously stated, this requires much more from both the university and pre-service teachers, but knowledge and skills such as these are only initiated in the teacher training program and will be continually engaged in throughout the duration of one's profession. Instilling the notion of teachers as agents of change in the teacher training program is simply the first step towards developing a more just education system in urban spaces.

4.6 Promotion of Culturally Relevant Pedagogy

There is a strong correlation between chosen pedagogical methods, curricula and educational outcomes obtained in diverse learning environments. Both the content taught and methods of instruction vary based on perceived levels of ability, expectations, and the educational standpoint of the teacher and school- all of which are influenced by elements relating to factors such as a student's socio-economic status, ethnic, racial or linguistic background.¹¹⁶ Every day our schools socialize children through formal and informal activity in classrooms and leave long lasting impressions, both affirmative and damaging. The consideration of the socio-cultural context of educational establishments is vital to the educational success of urban students. Mainstream curricula, which is often set externally with a dictated set of expectations, objectives, list of textbooks and recommended activities, fails to recognize the importance of social context in school and schooling. More than ever before, there is the need for the recognition of faculties of education that teacher training programs must be focused on knowledges beyond subject matter and classroom management skills, but also include a thorough understanding of what culturally responsive pedagogy is and how to effectively implement it in the classroom environment. Developing a "socio-cultural consciousness" means that teachers "understand that

¹¹⁶ Parelius & Parelius (1987). *The Sociology of Education*. P. 295

individuals' worldviews are not universal but are greatly influenced by their life experience, gender, race, ethnicity, and social-class background (Banks, 1998; Villegas & Lucas, 2002a).¹¹⁷ This awareness initiates the construction and implementation of culturally relevant or responsive teaching methods / instruction by teachers in contemporary urban classrooms.

Culturally relevant teaching is a pedagogy that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills, and attitudes. These cultural referents are not merely vehicles for bridging or explaining the dominant culture, they are aspects of the curriculum in their own right.¹¹⁸

Culturally responsive teaching uses the cultural knowledge, prior experiences, frames of reference, worldview and performance styles of ethnically diverse students to make learning encounters more relevant and effective for diverse learning groups. This includes a critical examination of the teacher's perception of themselves in the role of teacher or facilitator, their own cultural assumptions, and the expectations they have of each and every student within the classroom environment.¹¹⁹ With a collaborative style to teaching, culturally relevant teachers help students make connections between their local, national, racial, cultural, and global identities.¹²⁰ Gay (2000) notes that improving academic achievement is far from the only goal, as a culturally responsive approach to teaching helps students "maintain identity and connection with their ethnic groups and communities; develop a sense of community, camaraderie, and shared responsibility; and acquire an ethic of success."¹²¹ Further, culturally responsive/relevant teaching can be described as multidimensional. Along with curricular content, culturally relevant teaching also includes learning context, classroom climate, student-teacher relationships, instructional techniques, perception of schools and schooling, and methods of assessment. It is also very much tied to an educator's understanding and efforts to reduce the gap between the cultures of home and school for students in order to build cultural connections between the two worlds, which has shown to increase student understanding, participation and achievement.¹²² Table four depicts Gloria Ladson-Billings' (1994) overview on the differences between culturally relevant teachers and traditional or 'assimilationist' teachers:

¹¹⁷ Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 36

¹¹⁸ Ladson-Billings (1994) *Dreamkeepers*. P. 18

¹¹⁹ Bergeron, B (2008). *Entering a Culturally Responsive Curriculum in a Novice Teacher's Classroom*. P. 7

¹²⁰ Ladson-Billings (1994). *Dreamkeepers*. P. 25

¹²¹ Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press. P.30

¹²² Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 244

Table Four: Culturally Relevant Teachers Verses Assimilationists

Culturally Relevant Teachers	Teacher-student relationship is fluid, humanely equitable, extends to interactions beyond the classroom and into the community.	Assimilationists	Teacher-student relationship is fixed, tends to be hierarchical, and limited to formal classroom roles.
	Teacher demonstrates a connectedness with all students.		Teacher demonstrates connections with individual students.
	Teacher encourages a 'community of learners'.		Teacher encourages competitive achievement.
	Teacher encourages students to learn collaboratively. Students are expected to teach each other and be responsible for each other.		Teacher encourages students to learn individually.

(Ladson-Billings, 1994:55)

The features under ‘culturally relevant teachers’ very much embody the discussed features of community involvement and university-school partnerships, stressing the ability for teachers to connect with students on levels outside of the classroom in order to enhance the understanding of community, cultural, and social aspects influencing student learning.

The dominant educational enterprise- from its structure to its procedures, policies, images, symbols, sanctions, and actions- is grounded in the cultural values, assumptions, beliefs, heritages, content, decorum, and protocols of European Americans. The learning climates, environments, and materials they produce provide cultural validation, affirmation, and support for white students, which, in turn, facilitate learning and achievement of academic, social, and personal development tasks. If the educational process were likewise culturally centered, responsive, or contextualized for other ethnic groups, they too would experience far greater academic success in school.¹²³ Teachers who have been trained in using culturally responsive pedagogical methods understand the socio-political role of teachers and schooling. They understand how society has systematically excludes through education, and are engaged in the struggle for a just education system for all students.

¹²³ Gay, G (1997). Multicultural Infusion in Teacher Education: Foundations and Applications. P. 8

Culturally responsive teaching can be considered transformative, for it recognizes the existing strengths and accomplishments of students and then enhances them further in the instructional process. Teachers strive for excellence of all children and believe that all children have the ability to succeed.¹²⁴ In culturally and linguistically diverse urban areas, preconceived ideas and expectations of inevitable failure due to factors ‘beyond the control of the teacher’ have often excused inequitable student treatment and outcomes. This idea is discussed in greater detail in the sections examining the qualities of urban educators but what is important to note is that culturally responsive pedagogy moves beyond a generic standardized program for schools and schooling, and recognizes that different children have different learning needs. Teachers must strive to understand students’ ethnic, social, cultural and linguistic backgrounds- all of which strongly influence a student’s learning process and chances of academic success.¹²⁵ The idea of the past of being ‘color-blind’ regarding students’ ethnicity no longer is seen as a attribute for diverse learning groups.¹²⁶ Instead, pre-service teachers must learn within their training programs the skills needed to be able to validate students’ sense of self and strengthen students’ voices by integrating classroom material that is reflective of who they are, build on the strengths they bring to the classroom from home and the community, and create a curriculum that connects to the reality of their own lives and life experience. This demands that new teachers entering urban classrooms have developed through their teacher training programs socio-cultural consciousness, self-knowledge and awareness, and critical understanding of the realm of schools and schooling and their own transformative role within this domain- all vital to the profession of teaching in contemporary urban schools. It requires that teacher training extends beyond the world of the university classroom and provides pre-service teachers with opportunities to work within diverse communities, in and outside of schools, and engage in guided reflection to reflect on their experiences and to aid in the process of effectively transferring such learning experiences to their practices within the classroom environment.¹²⁷

The ability to utilize culturally relevant pedagogy is an essential skill for teachers in contemporary urban schools. But knowledge and skills within this pedagogical domain require a commitment from faculties of education that pre-service teachers are provided with learning experiences that foster the

¹²⁴ Ladson-Billings (1994). *Dreamkeepers*. P. 25

¹²⁵ Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 243

¹²⁶ Powell, Rebecca (2001). *Straight Talk: Growing as Multicultural Educators*. P. 22

¹²⁷ Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 272

development of culturally relevant practices, self-awareness and critical reflection, intercultural sensitivity, and a greater socio-cultural understanding of the world beyond the school. This is a challenging task for universities, but one that is of utmost importance to the academic success of students, and the professional success of future urban teachers.

5. Qualities of Prospective Urban Educators

The necessary qualities that are needed in prospective urban educators differ from qualities attributed to educators of the past. Qualities such as being: self-aware, self-reflective, inquisitive, passionate, engaged critical thinkers, and agents for change are now deemed extremely important in the profession of teaching, whereas in the past, were practically nonexistent in pedagogical discourse. Faculties of urban education aim to cultivate educators who can be critical of the current curriculum; who are able to examine if the curriculum is in fact reflective of the students they are teaching, their experiences and educational needs. Urban educators are taught to be critical of the distribution of societal power within the education system and the way issues of race, class, gender, sexual orientation, ability, religion are handled for both the students and the community at large. These are not skills that are easily learned within university classrooms, which poses yet another challenge for teacher training programs. The traditional training of teachers that provided ‘recipes’ for successful teaching and formulaic ideas of classroom management has been rejected within the discourse of urban education and replaced by a complex, challenging, and critical approach to school and schooling.¹²⁸

School is a place where academic knowledge is constructed and transmitted, but it is also the setting where values are shaped. Facilitators of educational environments play key roles in deciding which morals, values, and perspectives are represented and whether diversity is seen positively or negatively in the workings of the classroom.¹²⁹ The increasing presence of diversity in our urban classrooms demands a reassessment of the qualities developed in prospective teachers; this, in turn, alters the structure and content of the preparation process for training programs in order to be able to transcend traditional classroom instruction and develop qualities that augment applicable knowledge and skills. The following chapters examine various elements of the qualities associated with effective urban educators: self-reflection and complex critical thinkers.

¹²⁸ Gordon (2004). *Teachers as Philosophers: The Purpose of Foundation Courses in Education*. P. 57

¹²⁹ Easter, Shultz, Neyhart & Reck (1999). *Weighty Perceptions: A Study of the Attitude and Beliefs of Preservice Teacher Education Students Regarding Diversity and Urban Education*. P. 208

5.1 Self-Reflection and Inquiry

Classrooms are shaped by what teachers and students bring with them to class everyday, including prior knowledge and the heterogeneous influences of culture and society.¹³⁰ It is a social space in which teachers and students, each with their own individual experiences, morals, values and beliefs, interact and learn. The context of learning, therefore, is temporal, psychological, social, and very much cultural.¹³¹ What a teacher means and how they are understood is in part grounded in the perception of authority, the roles of teacher and student, and any other manifestations of age, race and gender that have been obtained from school or home.¹³² A teacher must understand that the interactions within educational institutions such as instruction and reprimand, or teacher student relationships, lie within this web of meaning. How a teacher perceives him or herself, their students, education, and the profession of teaching impacts the everyday workings of the classroom. By thoroughly reflecting on one's own social, economic, and cultural construction or experiences, pre-service teachers begin to understand how this impacts their position as a teacher within the framework of the classroom, the school setting and in the external community.

Self-reflection and personal inquiry is relatively new within the process of teacher training and is challenging, for it requires skills that are seldom obtained in a classroom environment. In traditional training programs, prospective teachers are provided 'tools' to teach in all social and cultural contexts and the power position of the teacher is seldom questioned. Slight reflection in the practical teaching phase is encouraged but tends to be tied to operative concerns such as: how can I get materials for the lesson? How can I cover the material for the lesson in the time provided?¹³³ The practice of teaching in such programs is deemed technical, with the social, cultural or political agendas masked under the guise of professionalism.¹³⁴ With increased research and attention on issues of social justice and combating the inequalities reproduced through schools and schooling, faculties of urban education expect educators to self-reflect on who they are, their own value system and life experiences, and question how this impacts their role as educators. This process of self-inquiry is taken back and forth from theory to practice, from the university to the classroom, throughout the duration of the training

¹³⁰ Richardson & Roosevelt (2004). *Teacher Preparation and Teacher Education*. P. 109

¹³¹ Richardson & Roosevelt (2004). *Teacher Preparation and Teacher Education*. P. 110

¹³² Kincheloe (2004). *The Misunderstood World of Teacher Education*. P. 33

¹³³ Popkewitz (1987). *Critical Studies in Teacher Education*. P. 17

¹³⁴ Popkewitz (1987). *Critical Studies in Teacher Education*. P. 17

process with the guidance of professors within the program who aim to initiate a lifelong process of self-investigation in relation to the profession of teaching.

Prospective teachers who are never encouraged to examine their basic assumptions too often come to accept the theories and views they believe as natural, inevitable and unchangeable; such students will most likely adjust to the state of schooling as it currently exists and rarely gain insight into critically assessing their profession and act as agents of reform.¹³⁵ Schools of education are committing an injustice by supporting such a passive, technical mindset in a profession that demands critical scholars. Prospective educators must be willing and able to disregard the generic all-encompassing methodologies in the field of education and foster the skills of interpretation and analysis from various perspectives, and critically reflect on the discourse of teaching in the complex classrooms of today.

During their college education, preservice teachers filter new information through their own personal belief system. The disparity between concepts advocated within the training programs and the beliefs of the students impacts knowledge acquisition considerably. New initiatives to make changes in education, leading to a more multi-cultural perspective, require clearer attention to existing belief systems in order to facilitate a shift to a fundamentally different paradigmatic belief system. Unexplored beliefs of preservice students can result in perpetuating antiquated and ineffectual teaching practices.¹³⁶

Questioning one's own perceptions is a valuable part of learning, professional growth, and the instigation of social change. For example, educators teaching in a CLD school who believe that poor children will not do well due to perceived 'deficits' from their home environment may in turn blame the parents if the student is unsuccessful, instead of examining all the factors involved in learning, including the instructional methods and practices.¹³⁷ Without being aware of their own biases, teachers may operate from a framework of low expectations of success and allow particular children to achieve less academically.¹³⁸ When expected to excel, students will be more likely to succeed; this issue has been investigated for years; notably brought to public attention by Rosenthal and Jacobson's influential study in 1968 'Pygmalion in the Classroom'. A more recent two-year study by the Educational Policy Research Institute (USA) in 1995 confirmed that:

¹³⁵ Gordon (2004). *Teachers as Philosophers: The Purpose of Foundation Courses in Education*. P. 60

¹³⁶ Easter, Shultz, Neyhart & Reck (1999). *Weighty Perceptions: A Study of the Attitude and Beliefs of Preservice Teacher Education Students Regarding Diversity and Urban Education*. P. 209

¹³⁷ Dowdy & Wynne (2005). *Racism, Research & Educational Reform*. P. 2

¹³⁸ Wynne (2005). *The Elephant in the Classroom*. P. 61

Effective student performance *is* possible despite extreme adverse conditions. In fact, this research identified high student achievement in effective elementary schools irrespective of the degree of poverty, high or low parent education, high or low parent income or high or low parent involvement. (Hughes, 1995)¹³⁹

This idea is discussed further in J. Gregg Robinson's examination of the ideology of poverty and teaching in inner-city schools (2007). Robinson frames how a teacher's ideology on causes of inner-city poverty is a key determinant of whether a teacher persists and overcomes the challenges of teaching in inner-city schools. When a teacher believes that poverty is due to structural causes (racism, poor job markets etc), rather than deriving from individual causes (laziness, poor financial planning etc), their attitudes and behavior towards poverty and the poor is significantly altered.¹⁴⁰ Teachers who believe that poverty is structural are more likely to persist in working in inner-city schools because their ideology and understanding of poverty allows them to work more effectively and deal with issues more competently in inner-city classrooms where poverty is often an influential factor; Robinson labels this process 'structurally mitigated competence'.¹⁴¹ Structurally mitigated competence is guided by an ideology, in this case regarding the causes of poverty, but in the framework of Robinson's theory, structurally mitigated competence is also very much associated with issues of racism and other forms of discrimination that are prevalent issues within inner-city schools and also influence teaching competence and persistence in inner-city classrooms. He explains that in order to understand the foundations for professional growth one must understand the academic, economic and social problems that are confronted by teachers in this environment.¹⁴² This is all very relevant to the examination of teacher training in contemporary urban settings because: firstly. Robinson states perceiving race and poverty as structural, rather than as individual, affect one's competence to effectively teach in inner-city and likelihood of persisting within inner-city environments. Secondly, Robinson connects those who carry the 'structural perception of poverty and race' with a greater sense of professional efficacy.¹⁴³ The importance of efficacy will be discussed in greater detail in the second section of the paper but what is important to note here is that the ability to develop 'structuralist' pre-service teachers through courses in the teacher training curriculum, teachers that are critical of the dominant ideologies carried and reconstructed by social institutions and society, would perhaps increase pre-service teachers' understanding of social and academic issues faced by students and their families who attend

¹³⁹ Wynne (2005). *The Elephant in the Classroom*. P. 63

¹⁴⁰ Robinson (2007). *Presence and Persistence: Poverty Ideology and Inner-city Teaching*. P. 542

¹⁴¹ Robinson (2007). *Presence and Persistence: Poverty Ideology and Inner-city Teaching*. P. 543

¹⁴² Robinson (2007). *Presence and Persistence: Poverty Ideology and Inner-city Teaching*. P. 552

¹⁴³ Robinson (2007). *Presence and Persistence: Poverty Ideology and Inner-city Teaching*. P. 554

inner-city schools, increase the level of empathy towards the day to day struggles relating to poverty and / or discrimination which might not have been ever personally experienced by the classroom teacher, and enhance teachers' perception of professional efficacy when teaching in challenging academic environments. All of these factors change the way in which learning is facilitated and the academic success rate of students in urban schools.

The framework of urban education forces one to continue to explore how, as a community of educators who are committed to the empowering of children to excel academically, we can together confront issues of racism and class bias in a meaningful way so that students' capacities for learning are enriched and not stifled.¹⁴⁴ Through reflecting on one's own beliefs, an increase in cultural sensitivity is instigated, negative biases challenged, and teaching equally to all children is more likely to occur. Learning to fight racism and discrimination, and talk about them transformatively with others, requires compassion and an open engagement to very complex and often silenced issues in society. The engagement of pre-service teachers is crucial in creating effective, lifelong professionals; this type of engagement includes the reflection of one's own experiences and beliefs in regard to the practice of teaching. This type of engagement provides future teachers with a personal platform for reflection on theories and knowledge, and encourages a greater sense of understanding of their role as educators.

With such an understanding, the dynamic of the classroom facilitated by such teachers is altered. The classroom discourse becomes an exchange of learning between students and teachers rather than a lecture of unquestioned knowledge. It reflects the teacher's understanding of the cultural framework of the students and this is integrated into the structure and content of classroom instruction.

The reflective, morally, socially, and culturally literate teaching discussed above will not be learned in the same manner as the technocratic teaching and learning performed with standardized objectives by those often removed from the reality of the current profession of urban teaching.¹⁴⁵

Prospective educators need to learn as early as possible that there are different types of knowledges to be learned about teaching and education; the distinctions of empirical knowledge about teaching, moral or ethical knowledge about education, and knowledge derived from teaching experience becomes

¹⁴⁴ Wynne (2005). *The Elephant in the Classroom*. P. 64

¹⁴⁵ Richardson & Roosevelt (2004). *Teacher Preparation and Teacher Education*. P. 113

profoundly important.¹⁴⁶ Reflecting on and examining the relationship of different knowledges in teacher education is a central dimension of the discourse of urban education. In this process, prospective educators work to devise methods of using various knowledges to teach in more informed, practical, ethical, democratic, politically just, self-aware, and purposeful ways.¹⁴⁷ This demands listening, engagement and dialogue with the students, parents, and communities. Lisa Delpit (1997), in her text *Other People's Children*, describes this engagement:

It takes a very special kind of listening, listening that requires not only open eyes and ears, but open hearts and minds. We do not really see through our eyes or hear through our ears, but through our beliefs. To put our beliefs on hold is to cease to exist as ourselves for a moment- and that is not easy. It is painful as well, because it means turning yourself inside out, giving up your own sense of who you are, and being willing to see yourself in an unflattering light of another's angry gaze. It is not easy, but it is the only way to learn what it might feel like to be someone else and the only way to start dialogue. (Delpit, 1997:46)

Prospective teachers need to understand that teaching is a complex and challenging profession; it is a great challenge for teachers to have the skills to respond to diverse groups of students and situations, each in a unique way, to assess the factors involved and respond adequately. It is a challenge for teachers of prospective educators to help expose the ways in which our identities are fundamentally shaped by our entanglements in the webs that power weaves.¹⁴⁸ As Paulo Freire insists, education is never a neutral, impartial, or objective enterprise. Rather, we should always view the education system as part of a larger social, political, economic, and moral context. Freirean critical education invites students to question the system in which they live and the knowledge being offered to them, to discuss what kind of society and education system they would like to have, and understand that they have the ability to transform the inequalities projected in schools and society. This idea connects strongly with the next section of the essay, the quality of prospective teachers being complex critical thinkers.

¹⁴⁶ Kincheloe (2004). *The Misunderstood World of Teacher Education*. P. 23

¹⁴⁷ Kincheloe (2004). *The Misunderstood World of Teacher Education*. P. 42

¹⁴⁸ Gordon (2004). *Teachers as Philosophers: The Purpose of Foundation Courses in Education*. P. 58

5.1.1 Self-Reflection and Inquiry: Challenging Pre-Service Teachers' Expectations

Since Rosenthal and Jacobson's influential study 'Pygmalion in the Classroom' in 1968, much research has taken place examining the idea that teacher's preconceptions of student ability influences student performance and academic outcomes.¹⁴⁹ It is generally accepted that high expectations are an influential component for academic success of students. Expectations act as a tool to motivate students, and students' will respond to high expectations of parents and teachers by striving to attain what is expected of them. Sanders and Jordan (2000), using nationally representative National Educational Longitudinal Study (NELS: 88) data in the U.S., found that teacher expectations, as well as teacher supportiveness, in Grade 10 and Grade 12 positively predicted Grade 12 achievement test scores and grade point averages.¹⁵⁰ This helps support the idea of the self-fulfilling prophecy theory - high expectations of teachers equate to better outcomes of students. The connection between teacher expectations and academic outcomes can also be examined in regards to the correlation between low socio-economic status and negative perception of educators - low expectations and poor academic results.

Research indicates that teacher's perception of ability is very much influenced by social class beginning in the early stages of a student's education experience.¹⁵¹ Class ethnographic studies have shown that class-related characteristics of kindergarten children - their appearance, behavior, and parent's welfare status - are important determinants of teacher expectation of the child's academic performance and of their placement in high or low ability groups for first grade (Rist 1970).¹⁵² Students who are identifiably from lower-class backgrounds tend to be perceived negatively by teachers and as less capable than they probably are, while those from families and communities located higher on the social-class hierarchy tend to be perceived positively.¹⁵³ This is a problem in our classrooms; whether it is a conscious or subconscious act by educators, students may internalize the low expectations projected by teachers and this may, in turn, affect their educational outcomes. Each student must be challenged, supported and expected to succeed in order for the classroom to be an equitable learning space for all students.

¹⁴⁹ Land and Legters (2002). The Extent and Consequences of Risk in U.S. Education. P. 16

¹⁵⁰ Land and Legters (2002). The Extent and Consequences of Risk in U.S. Education. P. 16

¹⁵¹ Wasik, Bond, & Hindman (2002). Educating At-Risk Preschool and Kindergarten Children. P. 89

¹⁵² Knapp & Woolverton (1995). Social Class and Schooling. P. 554

¹⁵³ Knapp & Woolverton (1995). Social Class and Schooling. P. 559

The role of the teacher is vital to student success; one must consider teacher perception, labeling, expectations and the self-fulfilling prophecy in order to better understand the correlation between the role of the teacher and student academic outcomes. Upon consideration of these aspects, one may also question what may be done in respect to how the system might be changed to ensure all students receive an equal chance for academic success in our urban schools. The following chapters examine these factors and how they contribute to teacher training in contemporary urban settings.

5.1.2. Self-Reflection and Inquiry: Labeling and Tracking

Although not directly, the concepts of tracking and labeling correlate with self-reflection and inquiry because it is important that pre-service teacher understand the complexity of such actions and the consequences that may occur because of them. The constructs of labeling and tracking are associated with the concept of self-reflection because without a critical paradigm, such standardized educational practices are easily reinforced and supported in contemporary urban schools, which may end up being detrimental to the educational success of students. Within teacher training programs, pre-service teachers should explore how practices such as tracking and labeling have historically, and continue to be, a tool to justify the unequal and inferior education of culturally and linguistically diverse pupils. In addition, they may have long term detrimental effects on student motivation, academic effort, achievement, and learning for all types of students.¹⁵⁴ These practices are still widely practiced in educational systems in North America and Europe, therefore, it is vital that pre-service teachers understand the affects such practices have on student learning, academic achievement and the legitimization of social inequality.

Labeling occurs both formally and informally within the constructs of schools. It can be positive or negative, and can have affirmative or detrimental effects on students. Labels such as bright, gifted, brilliant, slow, unmotivated, learning disabled, or challenged are commonly used within the school environment to characterize students. Some labels are often given inaccurately or prematurely without proper foundation but often continue with a student throughout their educational carrier and as a

¹⁵⁴ Carbonaro, W (2005). Tracking, Students' Effort and Academic Achievement. P. 27

consequence, teachers and students behave on the basis of an already existing label.¹⁵⁵ This occurs with students passing from grade to grade despite if the label has been formally or has simply been passed informally between teachers. Similar to the notion of the self-fulfilling prophecy, labels may be internalized and result in outcomes which correspond to the label. Negative labels associated with non-competence or low ability often lead to low self-esteem, lack of self-worth and poor perception of ability level.¹⁵⁶

Labels given based on characteristics that correspond to social class such as behavior, language or appearance are more likely to be labeled early in a student's educational carrier and in turn, students may carry such labels with them for years. This may be a reason for the disproportionate number of lower social class students in special education programs who are perceived as having learning disabilities or behavioral handicaps.¹⁵⁷ Students from all backgrounds react to labels in the educational sphere; this idea will be examined in more detail in the chapters relating to the 'self-fulfilling prophecy' but what is important to note is that students internalize labels, both positive and negative. Labels must be carefully used within the school environment and educators must be aware of the repercussions of labeling and use only professional judgment and grounded pedagogical methods (such as oral and written testing) to formulate their perception of the ability level of each student within the classroom.

One of the most important problems plaguing urban education involves the beliefs about the nature of intelligence and how people learn.¹⁵⁸ The notion of intelligence set up through standardized testing, and other assessment devices constructed without consideration of socio-economic, cultural or linguistic factors, fail to do justice for students from lower-socio-economic or non-white backgrounds and only reinforce any prejudicial ideals of the academic ability or potential of students. With such methods determining the academic success of students in urban schools, low expectations will continue to be placed on poor and culturally diverse students and reinforce the likelihood of academic failure. Standardized tests have been used to track students in American schools since before the 1920's, with culturally and linguistically diverse students historically and presently obtaining lower test results and

¹⁵⁵ Livesey, C (2005). *Differential Achievement*. P. 10

¹⁵⁶ Livesey, C (2005). *Differential Achievement*. P. 10

¹⁵⁷ Knapp & Woolverton (1995). *Social Class and Schooling*. P. 550

¹⁵⁸ Steinberg & Kincheloe (2004). *19 Urban Questions*. P.18

being tracked in lower classes academically.¹⁵⁹ Culturally specific questions, methodology and time regulated questions are simply two of numerous disadvantaging factors for CLD students being tested through standardized intelligence tests.¹⁶⁰ Although the majority of North American schools have not implemented an overt national tracking system, such as the education system in Germany, tracking is still often utilized within secondary grades, differentiating educational outcomes and curricula based on ability level. What has been found by years of research on tracking is that white students are disproportionately enrolled in higher level streams while CLD students predominately fall into the lower streamed classes.¹⁶¹ This is true in the case of Germany as well, which will be looked at in greater detail in the second section of the paper.

There is a great deal of research that conveys that curriculum differentiation or tracking ‘matters greatly for student achievement, and that at any given level, students who are “tracked-up” or who are exposed to a more rigorous curriculum learn more than same-ability students who are “tracked-down” (Gamoran, 1990; Hallinan, 2003; Hoffer, 1992; Slavin, 1990).’¹⁶² In addition, tracking has major ramifications for students’ perceptions of learning, schooling, and feelings of self-worth.¹⁶³ Tracking provides distinct educational advantages to those in high-track groups, such as: more time for teacher–student interaction in a more supportive and motivating environment,¹⁶⁴ more class time spent on learning activities that are challenging and thought provoking, fewer students permitted to be off-task, and where self-esteem and high achievement are encouraged and expected.¹⁶⁵ Students enrolled in lower ability tracks tend to take courses that are less academically demanding with teachers who have lower expectations for academic success of them. This affects students’ perception of themselves in respect to their ability to learn, but also influences perception of identity and future aspirations.¹⁶⁶ School in lower-track groups is much more mundane, less challenging and becomes a reproduction of societal disparities and injustice. Like tracking systems, the rate of students dropping out of school is not evenly distributed racially, economically or geographically.¹⁶⁷ It is those who are disempowered within society who suffer the dire consequences of the perpetuation of unjust educational practices,

¹⁵⁹ Haney (1993). ‘Testing and Minorities’ in *Beyond Silenced Voices*. P.47

¹⁶⁰ Powell, Rebecca (2001). *Straight Talk*. P. 177

¹⁶¹ Haney (1993). ‘Testing and Minorities’ in *Beyond Silenced Voices*. P. 53

¹⁶² Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 239

¹⁶³ McLaren (1994). *Life in Schools*. P. 10

¹⁶⁴ Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 239

¹⁶⁵ McLaren (1994). *Life in Schools*. P. 10

¹⁶⁶ Haney (1993). ‘Testing and Minorities’ in *Beyond Silenced Voices*. P.54

¹⁶⁷ McLaren (1994). *Life in Schools*. P. 10

such as tracking, while those who hold power benefit and see little reason for such a system to be disembarked for it has done nothing but privilege those who end up in positions of power.

Traditional methods of intelligence testing, along with traditional curricula, must be replaced in urban classrooms with material designed specifically to meet the interest and needs of their student population. Students' cognitive ability and intelligence (in various forms) are shown in a multitude of ways in the educational environment. Teachers' must be willing and able to recognize and reward such potential when expressed. Unfortunately, this seldom occurs when preconceived labels have been put in place. Through the teacher training program, pre-service teachers must learn to be critical of practices and policies within educational realms that perpetuate disadvantage to particular groups of students. Commonplace practices, such as labeling and tracking, have yet to be eradicated despite the years of research on their detrimental effects on different groups of students. Through reflection and inquiry, pre-service teachers will obtain the knowledge and skills to be critical of such educational practices and work towards a more equitable education for all students.

5.1.3 Self-Reflection and Inquiry: Understanding the Cultures of Power

In her text 'The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children', Lisa Delpit (1993) explores the complex and intertwining theme of 'the culture of power', which interconnects with the focus of teacher training in contemporary urban settings. She outlines five aspects of power that all pertain to education and very much relate to the notions of self-reflection and inquiry, for it is within such power structures that educational methodologies and ideologies, for all levels of schooling, are established. The notion of power and how it relates to schools and schooling is not often thoroughly explored in teacher training programs but without such critical investigation, the hegemonic practices that are normalized within the realm of education will continue to go unnoticed by those entering the workforce. Pre-service teachers, through their own processes of self-reflection and inquiry, must explore their own role in reinforcing or disembarking power structures within schools and society (Cochran-Smith, 1999; Kincheloe, 2004).

The five aspects of power that Delpit (1993) outlines are:

1. Issues of power are enacted in classrooms
2. There are codes or rules for participating in power; there is a 'culture of power'
3. The rules of the culture of power are a reflection of the rules of the culture of those who have power.
4. If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier.
5. Those with power are frequently least aware of- or least willing to acknowledge- its existence. Those with less power are often most aware of its existence.

Social systems, including schools, are laden with the dynamics of power (Steinberg & Kincheloe, 2001). Delpit's list incorporates, in a very broad sense, the multi-dimensional but very much entwined relationships between the role and functions of education and the re-establishment of traditional relationships of power. Power is depicted in the majority of transactions within the educational setting: power of teachers over students; administration over teachers; the state enforcing compulsory education etc. (Apple, 1999) It is vital for pre-service teachers to be exposed to such knowledge through their training program in order for them to understand their own position as classroom teachers and how it relates to the power dynamics and cycles of oppression in contemporary society.

Reading and understanding the work of leading critical and radical pedagogues, like Paulo Freire, Henry Giroux and bell hooks who explore in detail the deconstruction of such power structures and strive for 'transformative pedagogy' or 'engaged pedagogy', provides new teachers with alternative paradigms to teach with a social justice agenda within urban classroom settings. bell hooks' uses of the term "white supremacist capitalist patriarchy" in her own work; a term that she feels encapsulates the idea of the necessity to be continually reminded of 'the interlocking systems of domination that define our reality and interact simultaneously at all times in our lives.'¹⁶⁸ To fully understand the dynamics of power and oppression, one must understand the interconnected elements of all hegemonic structures in society and how they play out in both schools and society.

The 'culture of power', in reference to the latter four elements on Delpit's list, analyzes how power is reinforced, controlled, managed, and defined by those in positions of power. Schools play a role in this

¹⁶⁸ hooks, bell speaking in Cultural Criticism and Transformation Video 5:20

process of power by reaffirming and transmitting codes of power. For example, student's linguistic codes or language style derives from the community environment and the home, but it is important to examine linguistic codes when considering the relationship between power and educational outcomes. The manner in which one speaks is influenced by numerous factors, one being their social class background, or their ethnic or linguistic background.¹⁶⁹ School standards are often dictated by white, middle-class value systems and language use. Students whose social background has not equipped them with the same value systems, worldview or linguistic codes are disadvantaged within the learning environment.

Basil Bernstein's influential research (1977), which spanned over four decades, illuminated the relationship of the economy, family, language and schooling. He focused on patterns of linguistic codes in relation to social class backgrounds. He argued that different linguistic codes existed and effected levels of inclusion or exclusion within the school setting. Bernstein explains further that working-class students have access solely to their own particular codes, which he describes as 'restricted' based on their particular socialization; while middle-class students have access to both 'restricted' and 'elaborated' or 'universalistic' codes.¹⁷⁰ Bernstein argues that although working-class linguistic codes may be effective at home or within the community, those who are not familiar with the universalistic linguistic codes are disadvantaged because this linguistic style dominates the learning environment. Students walking into a classroom enter a well-established culture, complete with linguistic codes and behavioral expectations that reflect a middle-class value system.¹⁷¹ This incongruity may have numerous results, ranging from basic miscommunication between teachers and students to social stigma and alienation. Despite the severity of the result, Bernstein conveys that language clearly influences the educational experiences of students within the educational environment. This research is important to consider when analyzing features within the school environment, social class and academic outcomes because this correlation must be recognized in order for the middle-class language codes to not be seen as the sole communicative standard of the classroom. When this occurs, exclusion based on language codes is less likely to occur. Teachers in contemporary urban classrooms must recognize that the manner in which students speak should be respected as something they learned effectively while growing up, something that can be used as a foundation for

¹⁶⁹ Livesey, C (2005). *Differential Achievement*. P. 3

¹⁷⁰ Livesey, C (2005). *Differential Achievement*. P. 3

¹⁷¹ Knapp & Woolverton (1995). *Social Class and Schooling*. P. 558

language and knowledge to be built on, and not as something that is linguistically inferior to the language in another form nor a depiction of a student's ability or intellect.¹⁷²

French sociologist Pierre Bourdieu, like Basil Bernstein, was an influential scholar leading research in the fields associated with society and social, economic and cultural capital. He asserted that students vary in the nature of their socialization, bringing to school a characteristic class "habitus" or a system of social meanings and understandings.¹⁷³ *Habitus*, obtained from one's family environments, may or may not contain the "cultural capital" that increases the outcome for educational success for students. According to his theories, students of middle-class parents have an advantage in mainstream educational establishments because such schools privilege the social, economic, and cultural capital they bring with them. The skills, knowledge, and language students from the dominant middle-class families have provided them with an advantage in decoding and succeeding in the school system due to factors such as the educational expectations of schools, dominant language codes utilized, school activities, and shared knowledge and skills.¹⁷⁴

By normalizing or universalizing dominant middle-class knowledge and value systems, and equating it to "talent" or "intelligence" schools perpetuate an uneven distribution of cultural capital as well as economic capital as they endorse particular types of knowledge, ways of speaking, manners and worldviews, while penalizing others.¹⁷⁵ For both Bernstein and Bourdieu, different language codes and knowledge based on family background lead to different educational paths; universities and schools, by employing and legitimating the codes and culture of the existing dominant groups, act to reproduce existing power structures. This is important to consider when examining numerous factors relating to the educational sphere, from the first years of schooling to the university environment. Issues, such as diversity in the teacher workforce and academic success of CLD students, must be re-evaluated through a lens sensitive to the 'culture of power' in order for power to be redistributed with greater equity. With the majority of pre-service teachers still deriving from white middle-class backgrounds, the acknowledgment of and enlightenment to the constructs and privilege of power has often failed to be included in the formal education process. Understanding this, schools of education have a greater

¹⁷² Darling-Hammond & Bransford (2005). *Preparing Teachers for a Changing World*. P. 34

¹⁷³ Bourdieu, P (1973). 'The school as a conservative force: scholastic and cultural inequalities' in *Schooling and Capitalism*. P. 112

¹⁷⁴ McLaren, Peter (1994). *Life in Schools*. P. 198

¹⁷⁵ Bourdieu, P (1973). 'The school as a conservative force: scholastic and cultural inequalities' in *Schooling and Capitalism*. P. 113

obligation to break down hegemonic paradigms through process of self-reflection and critical inquiry into societal injustice and inequity.

Understanding the role of education in respect to the wider political, economic and social realms helps reveal the covert function of educational practices in the constitution and reproduction of power structures based on class, race, gender, language and ethnicity. Such knowledge is necessary for pre-service teachers to comprehend their role in dismantling oppressive and discriminatory practices and policies that remain within our education systems and institutions of learning. Providing the skills to recognize the inadequacy of traditional curricula in the recognition of marginalized voices, experiences and histories presents pre-service teachers with the chance to resist exclusion of those who have been traditionally voiceless in both classrooms and society, and engage in practices of critical pedagogy which strive for equity and justice. This idea is discussed in detail in the following chapters on complex critical thinking.

5.2 Complex Critical Thinkers

Traditional perspectives of teacher training programs have often deprived teachers of the opportunity to study the larger social, political, cultural and economic contexts of schooling and their relation to educational purpose and classroom practice. Viewing education in the larger socio-political context has become essential in the contemporary profession of teaching in urban settings.¹⁷⁶ Urban education constructs a vision of educational practice around democratic principles, ethical concerns, and a rigorous notion of teachers as scholars.¹⁷⁷ Teachers in contemporary society have to play a role in professional practice, in the education of the public, and in educational policymaking; such a meta-epistemological perspective towards education has not been previously demanded of our educators but is a vital component of the complex conception of teacher professionalism in contemporary urban classroom.¹⁷⁸

¹⁷⁶ Kincheloe (2004). *The Misunderstood World of Teacher Education*. P. 8

¹⁷⁷ Kincheloe (2004). *The Misunderstood World of Teacher Education*. P. 12

¹⁷⁸ Kincheloe (2004). *The Misunderstood World of Teacher Education*. P. 34

Contemporary scholars in the field of urban education explore the idea of teachers as complex educators. They maintain that it is impossible to conceptualize curriculum outside of the socio-political context, that all curricula reflects the power dynamic in society. Pre-service educators must understand that the socio-educational world has been constructed by those in power and therefore, can be reconstructed by those seeking equity; this requires providing insight into hegemony, ideology, and discursive and disciplinary power within the training structure.¹⁷⁹

Critical complex educators respect for diversity allows such teachers to conceptualize the multiple perspectives on issues such as intelligence, student ability, evaluation, community needs and educational justice. Such perspectives allow for the acceptance of a diversity of expressions that exposes the fingerprints of power- in the process, bringing more parents and students to the negotiating table of educational purpose. (Kincheloe, 2004: 36)

Prospective critical educators are taught to understand how schools commonly identify with, often unconsciously, conceptions of what it means to be educated in terms of upper middle-class white culture; whereas expressions of lower-class or minority group cultures are deemed in contrast as inferior to a predetermined conception of what is valid and non-valid. This includes a multitude of factors ranging from how students dress, talk, behave, interact, and learn.¹⁸⁰ They understand that schools often privilege particular practices and certain methods that discriminate, ostracize and exclude those other than the dominant culture and through such recognition, work to combat the structural inequalities embedded in the education system. But the act of understanding such concepts often requires abandoning what has been previously conditioned through years of traditional education. The role of a teacher has been associated with one who lectures, asserts, and transfers official knowledge and skills; it is not easy for a prospective educator to understand the role of a teacher as one who poses problems to instigate thought, negotiates the curriculum with those involved, and learns with and from their students.¹⁸¹ Urban teacher training attempts to modify what is often a deeply socialized perception of teaching and education for those who have known only traditional mainstream ideals.

Faculties of urban education recognize that in order for prospective teachers to be effective facilitators in inner-city schools, they must view education in a larger context beyond classroom instruction and lesson plans. This perception of teacher training challenges the traditionalist notion that quality

¹⁷⁹ Kincheloe (2004). *The Misunderstood World of Teacher Education*. P. 36

¹⁸⁰ Knapp & Woolverton (1995). *Social Class and Schooling*. P. 558

¹⁸¹ Shor (1993). *Education is Politics*. P. 29

teaching is predominately based on subject-matter knowledge, and instead, perceives teaching as a highly complex profession that requires various different forms of knowledge and skills, including knowledge on subject matter, understanding student learning, pedagogical content knowledge, social, political and cultural foundations of education, and pedagogy directed for particular contexts of students, all of which is included in the training process.¹⁸² The perspective of teachers as scholars alters the conventional notion of the role of the teacher, the regurgitation of knowledge as fact, and the reproduction of disparities that exist within schools and society; what Paulo Freire labels ‘the banking concept in education’ in *Pedagogy of the Oppressed*.¹⁸³ As scholars, with various forms of knowledges and skills, the process of learning exists for both teacher and student and is evoked through an interchange of ideas and critical problem-solving. This concept is strongly connected to the quality of self-reflection and inquiry and perception of teachers as agents of social change discussed in previous sections of the paper.

The perception of teachers as critical complex thinkers is inclusive of a wide range of fundamental ideas in the discourse of urban education. Understanding the effect of the socio-political context of school and schooling, questioning the dominant ideology projected through mainstream educational establishments, comprehending the effect of one’s own life experiences on the workings of the classroom, viewing teachers as scholars rather than dispensers of unquestioned realities, and critically examining the curricula in effort to combat the reinforcement of social inequalities are all encompassed within the role of teachers as critical complex thinkers and perceived as essential to urban educators within urban education.

Many traditional teacher training programs reinforce the domination of schools and schooling by those who control the social order through hegemonic practices and policies.¹⁸⁴ Some examples that apply to such practices are identified by Giroux (1992) in his explorations of the notions of ‘border, borderland, and border crossings’, such as: totalizing curricula and texts that exclude experiences and histories of diverse student cultures; student-teacher relationships characterized by domination and hierarchy; and

¹⁸² Richardson & Roosevelt (2004). *Teacher Preparation and Teacher Education*. P. 115

¹⁸³ Freire, Paulo (1970). *Pedagogy of the Oppressed*.

¹⁸⁴ Solomon, Manoukian & Clarke (2007). *Pre-Service Teachers as Border Crossers: Linking Urban Schools and Communities Through Service Learning in Urban Teacher Education and Learning*. P. 68

the marginalization of minority race / ethnic, social class and gender groups.¹⁸⁵ Despite the recognition of such factors and the detrimental effects they have on the education of many students, teacher education programs tend to remain grounded in traditional practices in the preparation process of future urban educators. Giroux's notion conveys that as border crossers, pre-service teachers become transformative intellectuals; they learn to understand, challenge, and redefine different borderlines (socio-economic borders, ethno-cultural borders, moral-political borders) that have traditionally organized the access of power to the privileged. By being border crossers, teacher candidates seek to understand those who are different from them.¹⁸⁶ This demands an alternative knowledge-base on the socio-political happenings of school and society, a great deal of critical thought, a social justice framework for professionalism, the desire to act as an agent of social change, and the willingness to disregard much of what society has socialized one to believe.

Breaking away from the bondage of identity and socialization requires teacher preparation that critically interrogates historically rooted hierarchies in multiracial societies, one that challenges underground discourses that reside within White and other privileged groups' borderlands, and one that challenges White privilege and other issues of social stratification.¹⁸⁷

The discourse of urban education is a complex, multi-faceted approach to teaching and learning in the challenging context of contemporary urban settings. It provides a framework for pedagogical workings, research, dialogue, interaction and reform that is based on the creation of an effective, applicable and just education system, combating deep-rooted social inequalities that perpetrate all realms of society. By evoking critical complex thinkers, teacher training programs will establish a framework of critical thought and teachers who are willing and able to explore their role in promoting academic success for all students in relation to the larger socio-political framework that influences the education system in which they work.

¹⁸⁵ Solomon, Manoukian & Clarke (2007). Pre-Service Teachers as Border Crossers: Linking Urban Schools and Communities Through Service Learning in Urban Teacher Education and Learning. P. 68

¹⁸⁶ Solomon, Manoukian & Clarke (2007). Pre-Service Teachers as Border Crossers: Linking Urban Schools and Communities Through Service Learning in Urban Teacher Education and Learning. P. 69

¹⁸⁷ Solomon, Manoukian & Clarke (2007). Pre-Service Teachers as Border Crossers: Linking Urban Schools and Communities Through Service Learning in Urban Teacher Education and Learning. P. 84

5.3 Engaging in and Understanding the Construct of Privilege

There is no more powerful position than that of being ‘just’ human. The claim to power is the claim to speak for the commonality of humanity. Raced people can’t do that- they can only speak for their race. But, non-raced people can, for they do not represent the interests of a race. The point of seeing the racing of whites is to dislodge them/us from the position of power, with all of the inequalities, oppression, privileges, and sufferings in its train, dislodging them/us by undercutting the authority with which they/we speak and act in and on the world.¹⁸⁸

For several centuries, social scientists have been studying communities of color, their histories, cultures, problems and prospects. In recent years a new generation of scholars have started to examine the construction of the white race and the construction of whiteness.¹⁸⁹ The idea of whiteness is a complex and multifaceted realm of critical pedagogy. Critical pedagogues examine the various ways that social forces, including language, knowledge and ideology, shape white identity and positionality in contemporary society and power dynamics between white and people of color, which is deeply ingrained with hegemony and profoundly influenced by demographic changes, political realignments, and economic cycles.¹⁹⁰ Understanding the construct of whiteness means deconstruction the concept of privilege - what it entails, how it benefits and the construction of neutrality surrounding it. Exploring and understanding the concept of whiteness is critical to the educational reform and development.

Whiteness does have content inasmuch as it generates norms, ways of understanding history, ways of thinking about oneself and others, and even ways of thinking about the notion of culture itself. Thus whiteness has to be examined and historicized. We need to look more closely at the content of the normative and attempt to analyze both its history and its consequences.¹⁹¹

Although race as a category is not used in many countries because it is a constructed idea, in countries such as the USA and Canada, where the term race remains to be used the category of race is usually applied to ‘nonwhite’ people. White people are seen as the majority or the ‘norm’ and ‘others’ are raced,¹⁹² exploring the construction of whiteness involves questioning the social and political construction of dominant norms and values held by society. In this process not only is the hidden

¹⁸⁸ Dryer (1997) ‘Forward’ in *White Reign*. P.X

¹⁸⁹ Delgado & Stephancic (2001). *Critical Race Theory*. P. 75

¹⁹⁰ Kincheloe & Steinberg (1998). ‘Addressing the Crisis of Whiteness’ in *White Reign*. P. 4

¹⁹¹ Ruth Frankenberg (1998) cited by Rodriguez. *White Reign*. P.32

¹⁹² Apple (1998). *Forward in White reign*. P. X

curricula of normalizing systems uncovered, but the histories and knowledges that have been silenced are brought to light.¹⁹³

Critical educators are interested in the ways that individuals interact with representations of race, class and gender dynamics in a variety of pedagogical spheres. Awareness of such relations is central in the effort to understand the power-saturated, hegemonic processes, and such knowledge are used to describe the disparity in the distribution of symbolic/economic/ educational capital and the methods that are utilized to continually reinforce such power dynamics.¹⁹⁴

Included in such pedagogy is the attempt to reconfigure whiteness in anti-racist, anti-homophobic, and anti-sexist ways.¹⁹⁵ The examination of the concept of whiteness is much needed in the training of teachers to evoke critical examination of self, society, schooling, power and control, social justice, racism and many other forms of discriminatory practices, especially since the majority of pre-service educators are white, teaching in incredibly diverse classrooms. Kincheloe and Steinberg (1998) discuss this learning process in more detail in their text *Addressing the Crisis of Whiteness*:

When informed in critical notions of social justice, community, and democracy, such an operation allows individuals insights into the inner workings of racialization, identity formation, and the etymology of racism. Armed with such understandings, they gain the ability to challenge and rethink whiteness around issues of racism and privilege. White students then begin to develop questions regarding their own identity. (Kincheloe & Steinberg, *White Reign*. 10)

Tied closely to the notions of self-reflection and inquiry and critical complex thinking, exploring the construct of privilege in teacher training programs enhances not only one's own personal perspective of self in relation to society, but also their ability to critically assess the methods of control that have been historically bound and reinforced today in the relationship between societal power, privilege and race. This is not an easy task; many individuals in contemporary society fail to recognize the differentiation and discrimination based on race that continues to occur throughout all realms of society.¹⁹⁶ It is this recognition and acceptance that will start the process of being able to critically assess societal inequalities and the process of working towards social justice.

¹⁹³ Rodriguez (1998). *Emptying the Content of Whiteness*. P. 33

¹⁹⁴ Kincheloe and Steinberg (1998). 'Addressing the Crisis of Whiteness' in *White Reign*. P. 4

¹⁹⁵ Rodriguez (1998). *Emptying the Content of Whiteness*. P. 33

¹⁹⁶ Apple (1998). 'Forward in *White Reign*'. P. 1

But many challenges do exist in the processes relating to identity politics, individual and societal perception of self and others. The idea of guilt, anger and resentment all surface with the re-evaluation of power constructions in society among those who feel as though their own identity or self-worth is being questioned and lessened through this process.¹⁹⁷ The construct of societal privilege is seldom examined in teacher training programs because it involves an exploration into covert, deep-rooted and often subconscious practices and policies. Kincheloe and Steinberg (1998) state that an effective pedagogy of whiteness attempts to connect an understanding of the construction of whiteness to political and socioeconomic issues in society. In order to accomplish this taunting task, a new process of teaching and learning must take place.

Teachers and cultural workers must examine concepts and processes that have been traditionally ignored in academic settings, including invisible power relations and the ways such social forces shape human consciousness. They must develop creative and compelling ways of talking about racial identity, racial privilege, and racial discomfort that allow students and other individuals to name their previously unspeakable feelings and intuitions. The curriculum envisioned here is very demanding, embracing concepts and analytical methods from history, philosophy, sociology, anthropology, literary criticism, political science, economics, education and cultural studies in its efforts to engage students in self- and socio-political examination.¹⁹⁸

This demands thinking and learning beyond the traditional course requirements. It demands reformations to the methodology of teaching training to encompass knowledge and skills that evoke a deeper reflection into one's own identity, their identity as a teacher, the role of teachers in society itself. As mentioned, a high majority of pre-service teachers are white, middle class females and this is one reason why the pedagogy of whiteness is so vital in the field of teacher training. By identifying and making sense of privilege and power, pre-service teachers begin to understand the alignment of various social, political, educational and economic agents and agencies that work to maintain power structures.¹⁹⁹ Although extremely difficult, such an understanding enables future teachers to understand the role of privilege; the social construction and maintenance of white privilege; questions asymmetries of power engrained in contemporary society; and rethink white identity in light of progressive democratic social goals and a critical understanding of social justice.²⁰⁰

¹⁹⁷ Powell, Rebecca (2001). *Straight Talk*. P. 32

¹⁹⁸ Kincheloe & Steinberg (1998). *White Reign*. P.17

¹⁹⁹ Kincheloe & Steinberg (1998). 'Addressing the Crisis of Whiteness' in *White Reign*. P. 18

²⁰⁰ Kincheloe & Steinberg (1998). 'Addressing the Crisis of Whiteness' in *White Reign*. P. 20

Deconstructing and understanding the construct of privilege is another element in the pursuit of social justice and democracy within the sphere of education. It is complex, transformative and demanding in that it seeks to bring forth issues that are often silenced in society. This section is included in this dissertation because it is time for a change of perspective, which requires a collective and individual struggle into the failings of the system in order for it to occur. Examining the features of urban education programs and the importance different features play in the training of contemporary urban teachers highlights the critical disparities that remain between conventional training programs and contemporary urban classrooms.

The construct of privilege coincides with the various other fundamental features of teacher training in contemporary urban settings. Section one of this dissertation has provided an overview of the dominant ideology of urban education, explored the need for such an educational paradigm in current faculties of education, and illuminated the type of educators that were developed in urban education teacher training programs. Urban education is an educational ideology that provides a new standpoint for the exploration of schools and schooling, teaching, learning and educating. It requires a change to the way we see teachers, the manner in which we educate future educators, and the commitment we have to social justice. Such a change may, in turn, assist in establishing a more equitable education system that reflects the needs of all students, and a more just and democratic society.

People who regard themselves as highly efficacious act, think, and feel differently from those who perceive themselves as inefficacious. They produce their own future, rather than simply foretell it.

Albert Bandura, 1986

6. Demographic Change in Urban Centers

Cities do not exist in isolation. They are integral parts of the country in which they are located, and just as countries are diverse societies, so are cities; but the manner to which the state perceives and deals with issues of diversity reveals much about the construction of both the education system and social system in general.²⁰¹ Cities are inter-connected, interdependent units; the political, economic, social, and cultural realms of urban centers are very much combined and function upon the effective workings of the other systems. The independent factors of urban demographic flux are important in understanding the recent trends and future predictions of cities, but it is just as important to be able to consider all systems as a whole unit that must function together to promote the growth and prosperity of the urban center. Understanding the social, economic and cultural features of communities is a vital component in the process of teacher training within the discourse of urban education due to the strong collaboration that exists between teachers, schools, neighborhood activity and social activism and the underlining socio-political context that is emphasized within its framework. In order to understand the workings of a school, one must view it in respect to the demographic factors that collaborate to influence the surrounding environment and student body; and in turn, affects the school culture, curricula, teachers and administration, resources and funding, and school / community relations.

The following section briefly examines some of the demographic features of Toronto and Berlin to contextualize how major cities all over the world, including the focal cities where the respective teacher training programs are located, are in a constant state of transition. In the subsequent chapter, the secondary teacher training programs will be explored to consider how two major universities in each of their respective cities are educating their teachers to prepare them for teaching in urban classrooms. The following chapters examine pre-service teachers' perception of professional efficacy upon completion of their course requirements and glance into the beginning of their professional journey beyond the university classroom. This exploration into the construct of efficacy from graduation, and twelve months afterwards, is included to complement the theoretical section of the paper by examining how different approaches to teacher training may influence the perception of efficacy of new urban teachers entering the complex and challenging environment of our metropolitan classrooms.

²⁰¹ Jones (1992). Cities, diversity and education. P. 207

6.1 Demographic Change in Berlin and Toronto

This paper is not historically based; it focuses on the time period from 1996 to 2006, but certain factors are important to touch on prior to moving to the present situation of schools and society. Schools are products of the socio-political framework of both the past and present, therefore, a brief insight into applicable past events is often necessary in order to understand contemporary social systems. Immigration and socio-economic change are the two key demographic factors that are examined in this chapter due to the effect both have on the changing landscapes of urban society and schools.

Germany and Canada have very different histories of immigration. Throughout the decades from the 1960's to the 1990's, the perception of immigrants in Germany was one that reflected immigration as a 'temporary situation' due to employment.²⁰² Immigrants lacked any real status due to the general perception that their stay was going to be temporary, based on their work situations rather than permanently immigrating with their families.²⁰³ This had a major effect on political decisions regarding immigration and immigrants in all social realms including housing, education, and social status. It was not until 1998 with the changing political structure due to reunification that the paradigm shifted regarding immigration, Germany's stance altered to recognize the potent reality of the country- that it was indeed a country of immigration.²⁰⁴ It is interesting to note that despite the fact that Germany failed to label itself as an 'immigration country' prior to this point, it had, and continues to have, higher numbers of immigrants than other 'immigrant countries' measured simply by the percentage of foreign-born within the total population.²⁰⁵ More than 7.3 million foreign citizens live in Germany; accounting for 9% of the population. Calculating the number of repatriates at around 3 million and the number of naturalized citizens at 2 million and then adding illegal immigrants living in Germany (estimated from 500 000 to over 1.5 million),²⁰⁶ yields approximately 13 million people with migrant backgrounds or about 16% of the total population.²⁰⁷ New policies have been developed with stronger attention given to integration, citizenship and combating discriminatory systems and practices,

²⁰² Richter, Erika (2001). *Intercultural Education as the Responsibility of the School*. P. 91

²⁰³ Penninx, R (2005). *Integration of Immigrants: Economic, Social, Political and Cultural Dimensions*. P. 140

²⁰⁴ The change of government in 1998 introduced a new era of immigration policy: "Integration is an integral part of our history and will continue to be." The acceptance of immigration culminated in the passing of new citizenship laws (implementation of elements of territorial/birthplace principals) and the Minister of the Interior's establishment of an independent commission on immigration. Social Integrative city project website

²⁰⁵ Penninx, R (2005). *Integration of Immigrants: Economic, Social, Political and Cultural Dimensions*. P. 138

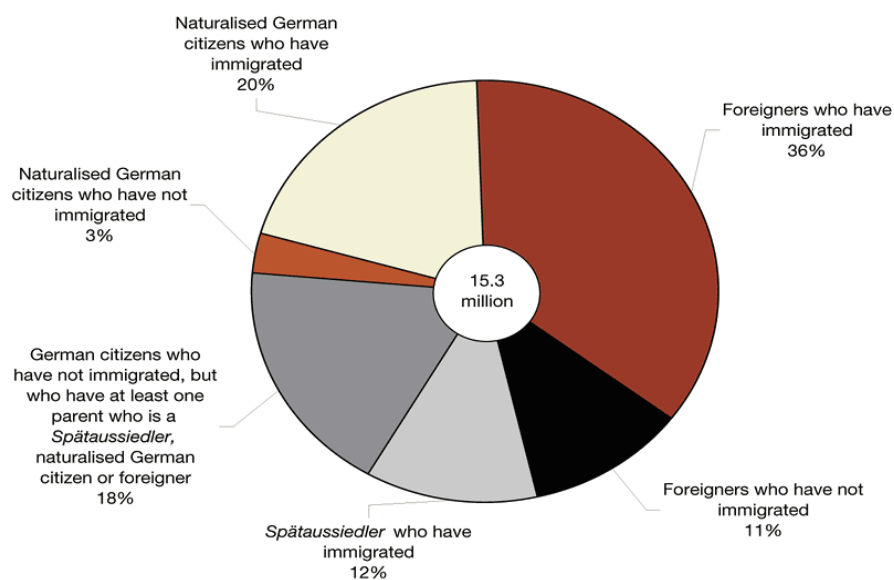
²⁰⁶ Social integrative city project website: <http://www.sozialestadt.de/en/veroeffentlichungen/newsletter/integration-migranten.phtml>

²⁰⁷ Social integrative city project website: www.sozialestadt.de

but the road to change is long and complex. This must include more than practice and policy change, but public perception of immigration and diversity as well.

According to the Department for Statistics Berlin-Brandenburg the number of ‘Ausländer’ or foreigners in Berlin has increased from 435 094 in 1996 to 472 653 in 2006, an increase of 37 559 people; whereas the number of ‘Germans’ has decreased by 92 285.²⁰⁸ Immigration statistics from 2005 reveal a total influx of 579 301 foreigners (anyone who doesn’t hold a German passport) into Germany, and an outflow of 483 584 (net migration would be + 95 717).²⁰⁹ The diagram below depicts a dissection of the population of Germans of ‘migration background’ in 2005.²¹⁰

Diagram One: The population of Germans of ‘migration background’ in 2005



Source: German Federal Statistical Office

Like in many other counties, immigration is often concentrated in and around urban areas. The city of Berlin has undergone, and continues to undergo, extensive changes. These changes occur in all societal realms and have had much influence on the society itself. The city of Berlin has a population of close to 3.4 million people, 13% of whom are of non-German origin,²¹¹ who represent a vast array of cultural

²⁰⁸ Table on ‘Entwicklung der Bevölkerung in Berlin seit 1996’ from the Amt für Statistik Berlin-Brandenburg. Full table listed in appendices’

²⁰⁹ Focus Migration, www. focus-migration.de/Germany. 10.09.09

²¹⁰ Diagram from <http://www.focus-migration.de/Germany.1509.0.html?&L=1>

²¹¹ Ohliger & Raiser (2005). Immigration and Migration in Berlin. P. 10

backgrounds, economic situations, religious denominations, languages, and lifestyles. Immigration in Berlin is not a new phenomenon. It has been a transit or destination point for numerous migratory movements throughout history,²¹² but the perception of immigration in Berlin has undergone a great deal of change over the last decade.

Neighborhoods in Berlin reflect their own eclectic charm and the city of Berlin reflects unique features due to its history. When exploring the idea of diversity in Berlin and the changes to the urban sphere due to demographic factors, it is interesting to note that diversity in Berlin is very much centered in what was previously regarded as West Berlin, rather than immigration trends evolving in both East and West.²¹³ In 2006, the percentage of foreigners in East Berlin was only 6.9% of the population, contrasting that of 18.9% in West Berlin.²¹⁴ Areas in East Berlin, such as Marzahn-Hellersdorf have as low as 3.4% of the population as immigrants (2006), whereas the percentage of immigrants from the total population in Mitte, a neighborhood in West Berlin, is 28.6% (2006).²¹⁵ This is an interesting point to keep in mind when examining the spatial division of immigrants in urban settings and the perception of the general population of immigration and integration.

Canada's population is very much centered in its urban centers with around 80% of the population of the numerous provinces residing in cities (2001 Census). Immigration has long been, and continues to be, a central feature of Canada's demographic landscape but has increasingly become an urban phenomenon with the vast majority of new immigrants settling in one of Canada's larger metropolitan areas. Between 2001 and 2006, Canada's foreign-born population increased by 13.6%.²¹⁶ The city of Toronto, like many other major urban centers, is in constant transition due to the social, cultural and economic flux that is constantly occurring within the city borders.

In 2006, 68.9% of all recent immigrants to Canada resided in one of the three largest urban centers, Montreal, Vancouver or Toronto. Nearly 200,000 immigrants enter Canada annually, almost 45,000 of whom are school-aged children who enroll in Canadian elementary and secondary schools. Over the next 20 years, an increasing proportion of children in schools will be immigrants and members of

²¹² Mesghena (2006). *Immigration to Germany: The Long Way to Reality*. P.1

²¹³ Ohliger & Raiser (2005). *Immigration and Migration in Berlin*. P. 10

²¹⁴ Statistisches Landesamt Berlin June 2006: <http://www.statistik-berlin.de/>

²¹⁵ Statistisches Landesamt Berlin June 2006: <http://www.statistik-berlin.de/>

²¹⁶ 2006 Census Canada. www.statscan.gc.ca

visible minority groups, and while the overall number of immigrant children as a proportion of the total population is small, these children exert a considerable impact on schools, particularly in large urban centers.²¹⁷

Toronto is Canada's largest city with a population of approximately 2, 503 281 (2006).²¹⁸ Toronto prides itself on its diversity and multiculturalism; a survey conducted in 2002 revealed that 77% of Canadians regard the influence of immigration as extremely positive.²¹⁹ Another conducted in 2006 in Toronto reaffirmed this belief when the majority of the respondents found the opportunity to interact with people different from themselves more appealing than interacting with those who were similar.²²⁰ The general climate towards immigration and diversity is accepting and positive in Toronto, which might be one reason why it is the most chosen destination of immigrants.

Toronto surpasses all other cities in Canada in the proportion of immigrants in the urban population. Half of Toronto's population was born outside of Canada, which is up from 48% in 1996 and is home to 20% of all Canadian immigrants, with almost one in five having arrived between 1996 and 2006.²²¹ According to the 2006 census, allophones (people whose mother tongue is neither French nor English) represented 20.1% of the population, up from 18% in 2001, whereas the population of both Canadian Anglophones and Francophones decreased.²²² Approximately two-thirds of all school-aged immigrant children arrive speaking neither official language, which places special demands on the school systems.²²³ At all levels, increased demands for English or French Second Language programs (ESL/FSL) are one outcome associated with the arrival of new non-English or French speaking immigrants.

Immigration is one of the major features that restructure the social and cultural composition of urban schools; the linguistic, racial, and religious diversity is increased with the continual influx of students from various regions of the world. As the amount of immigration increases, urban centers witness the increase in diversity within classrooms, which requires modifications to particular areas of the

²¹⁷ Carter (1999). *Thinking Ahead: Trends Affecting Public Education*. Canadian Council of Social Development. P. 2

²¹⁸ Toronto city website: <http://www.toronto.ca/invest-in-toronto/demographics.htm> 11.09.09

²¹⁹ Toronto's Vital Signs Report 2006. P. 30

²²⁰ Toronto's Vital Signs Report 2006. P. 30

²²¹ Toronto city website: www.toronto.ca/demographics/pdf/2006_lang_imm_citizenship_mobility_backgrounder.pdf: 10.10.09

²²² Statistics Canada 2006 Census: www.statscan.gc.ca

²²³ Schellenberg, Grant (2004). *Immigrants in Canada's Census Metropolitan Areas*. Stats Can. P. 3

educational sphere such as the implementation of language assistance programs and the re-evaluation of course material to be inclusive of culturally relevant materials reflecting diverse perspectives and value systems held by the students and their families.

Berlin reflects the reality of many major urban spaces - an increase in immigration in localized areas of the city. When examining the various neighborhoods of Berlin to review its changing demography, it is clear that major patterns based on socio-economic status appear. Poverty is harsh reality for many Berliners, especially those from non-German backgrounds. The unemployment rate of non-Germans amounted to 44.2% at the beginning of 2006; 72% live on less than 1100 euro per month. The same applies to only 49% of German origin.²²⁴ As depicted in table five, the total number of unemployed residents in the Berlin–Brandenburg region increased from 17.9% in 1998 to 20.2% in 2003, but dropped again to 19.3% in 2004. But what is more striking is the difference between German and non-German inhabitants in Berlin. In 2004, 17.4% of those unemployed in Berlin-Brandenburg were German, whereas 37.9% were non-Germans. Such high levels of poverty must have a major affect on schools located in neighborhoods with large immigrant populations where such a large percentage of families are struggling with poverty-related issues.

Table Five: Unemployment for German and non-Germans in Berlin-Brandenburg (1998-2004)²²⁵

	Total	%	German	%	Non-German	%
1998	273 118	17.9	228 003	16.4	45 115	33.5
1999	268 174	17.7	222 602	16.1	45 572	34.0
2000	264 819	17.6	219 211	16.0	45 608	34.0
2001	272 330	17.9	225 525	16.3	46 805	35.7
2002	288 285	18.9	238 440	17.1	49 845	38.0
2003	306 462	20.2	253 975	18.4	52 488	38.8
2004	288 082	19.3	236 980	17.4	51 545	37.9

According to the German Society for the Protection of Children (DKSB) over 2.4 million children in Germany are suffering from poverty.²²⁶ The short and long term effect on education, academic

²²⁴ Beer, Deniz & Schwedler (2006). Berlin: Urban, ethnic and social integration – an urban policy challenge. P. 4

²²⁵ Ohliger & Raiser (2005). Integration and Migration in Berlin: Zahlen-Daten-Fakten. P. 27

²²⁶ Deutscher Kinderschutzbund Bundesverband e.V: www.dksb.de/front_content.php?idcat=95 24.08.2009

outcomes, cycles of poverty, and society in general are irrefutable. When examining the patterns of poverty in Berlin it is clear that poverty, like levels of immigration, is for the most part very neighborhood-specific.

The economic conditions of a city have a strong influence over the health and prosperity of education systems within the region. Cities that are prosperous reflect such wealth with larger allocation of funds for education projects, school resources, budgets within faculties of education, educational research, development grants, salaries of teachers and administration and overall conditions within the school system.

Toronto is a stable and relatively prosperous city, but current statistics still reveal that Toronto, like most of other urban centers, has economic disparities especially in the current financial situation. From 2000 to 2005, the number of low income families and non-family persons in Toronto increased by 9 242 and 23 776, respectively; this reflects a low income rate of 20.6% for Toronto families.²²⁷ This is higher than it was at the beginning of the 1990's. In 2005, the median household income in Toronto was \$53 833, a drop of 4.7% from 2000 and low income remains a problem.²²⁸ The complexities and consequences of such statistics are deep-rooted, especially in the realm of education. In 2006, eight Toronto neighborhoods had rates of poverty exceeding 40% of all families. Schools in such neighborhoods, often stigmatized by ethnic, cultural and class bias, face the biggest challenge for educational success of students. The effect of the school culture is only one of the many problems caused by poverty. Students' ability to learn, regular truancy, student high-mobility, budget and resource issues, and poor structural conditions within the school are common to schools located in low-income neighborhoods that effect teaching, learning and overall process of education. The economy inevitably plays a major role in the education of an urban center's population. With decreased budgets for educational spending, schools witness the decrease of much needed classroom resources, increased class sizes, fewer extra-curricular activities, and a greater demand from individual teachers to compensate. Urban inner-city schools are no longer the same learning institutions as they were in the past and economic factors are a major influence on the achievement gap of different students. Faculties of urban education recognize by excluding the reality of the disparities of educational opportunity faced by schools in low-income neighborhoods in their curricular framework, prospective teachers will

²²⁷ Toronto city website: www.toronto.ca/demographics/pdf/2006_income_shelter_costs_briefingnote.pdf

²²⁸ Mathews, Nancy (2008) Toronto Briefing Note on Census 2006 Data. P. 2

not be equipped with the skills and knowledge to understand the root of such disparities and have the tools to combat inequalities and disadvantage; therefore, issues are addressed throughout the duration of the program to assist in the process of understanding why and how to motivate social change.

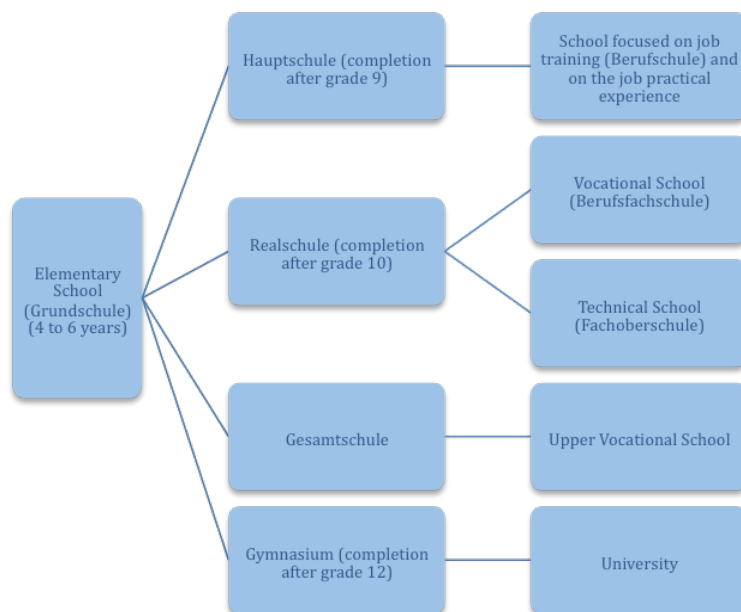
The relevance of demographic information on the realm of school and schooling correlates to the fundamental ideology of urban education. The reality that immigrants and students from low income families have lower examination results than their peers and often leave school without any final examinations or qualifications at all, severely influencing their chances for societal participation or future success in the labor market,²²⁹ must be addressed in order for pre-service teachers to instigate change. Schools, especially schools in low income, culturally diverse neighborhoods, need teachers who understand the reality of the urban classroom and are willing to question what needs to be done to increase the educational success of all students. The demographic information depicts a continually changing urban landscape, it is now up to faculties of education to ensure teachers are prepared for the contemporary profession.

6.2 Education in Germany

In order to understand the relationship between education and urban communities, one must contextualize them within the broader education system that exists for its inhabitants. Diagram two provides an overview of the basic structure of the German education system. As depicted, Germans have ability to choose various paths initiating after the completion of primary school (after grade 4 or 6). This can be seen as beneficial, a method to provide the most appropriate education for different types of learners, but it may also be seen a tool to classify and segregate different groups of society. The differentiated educational paths in the German education system are a reflection of both the social and political perception of differences in individual ability and academic prospect for different students. The separation of students into different types of school emerged from the philosophy that to progress, a society must have an educated elite and a trained work force and that the educational needs of each group are quite different.²³⁰

²²⁹ Beer, Deniz & Schwedler (2006). Berlin: Urban, ethnic and social integration – an urban policy challenge. P. 5

²³⁰ Nerison-Low (1999). Individual Differences and the German Education System. P. 81

Diagram Two: Basic Structure of the German School System

The education system in Germany has been under much review for it has been seen by some as a mechanism to perpetuate asymmetrical or inferior educational experiences for students of lower socio-economic backgrounds and immigrants. This division stems from privileged groups being more active in choosing desired schools (schools that produce strong results, receive more government funding, or prepare students for university) and also because top schools are often in prosperous neighborhoods in which middle or upper class residents have access.²³¹ Choice of appropriate schooling at such a young age may also be influenced by external factors (such as language ability for new immigrants) rather than actual academic qualifications, which has a detrimental effect on the educational experience and life choices of the student.

Primary school is compulsory for all students in Germany. At the age of 10 or 12 (depending on the federal states), children are tracked into different types of secondary school based on perceived academic ability of parents and teachers. The secondary school system in Germany consists of a lower secondary level (compulsory full time school for 10 to 15 year old students) and an upper secondary level, where at least part time school attendance is compulsory. Different secondary school system institutions are geared to the attainment of different certificates of qualification, but the institutions are

²³¹ Levin, B (2004). Poverty and Inner-City Education. P. 4

open, so that it is possible to transfer from one institution to another. Each type of educational institution, Hauptschule, Realschule, Gymnasium, and Gesamtschule comprehensive school (availability varies throughout the country) offers its own specific curriculum and prepares students for an appropriate framework based on their academic standing and expected employment prospects. As depicted in diagram two, the number of years in secondary school varies- from the completion of high school in grade nine to grade twelve.

Comprehensive schools (Gesamtschule) enroll students of all academic levels and offer numerous completion certificates within one educational institution. Berlin is one German state that offers the comprehensive school as an educational option and has numerous prosperous comprehensive schools throughout the city offering all three levels leaving certificates; in 1997/1998 Berlin had 72 Gesamtschulen, whereas Bavaria remains grounded in the three-tiered system and as of 1997/1998 had only 3.²³² Where available, comprehensive schools may be seen as a desirable choice for secondary education and a method to increase the heterogeneity in German schools.²³³

While most states track their students into different-ability schools at age ten, there are a few states that conduct the tracking two grades later, at age twelve; Berlin is one of those few. This does not bring Germany close to the OECD median of tracking at age fifteen, but it still has an effect on student outcomes. Delayed tracking and fewer school tracks are significantly related to higher equality of opportunity, in the sense that students' performance depends less strongly on their social, cultural, or linguistic background.²³⁴

With a range of different types of schools to choose from, entry into a school is generally based on geography, parental preference, students' interests, or some measure of students' ability and all of these features are influenced by social class background.²³⁵ Research conducted by Ball and associates (1995) indicates that social class differences enable parents of higher social class additional power to discriminate between schools, evaluate teachers, and avoid schools with negative characteristics (Gewirtz, Ball, and Bowe 1995). According to the PISA study (2000), children in Germany from affluent backgrounds are four to six times more likely to successfully complete their secondary

²³² Leschinsky & Mayer (1999). *The Comprehensive School Revisited: Evidence from Western Europe*. Peter Lang. P.15

²³³ Aurisch & Rossi (2006). *Germany's Schools at Risk?* P. 10

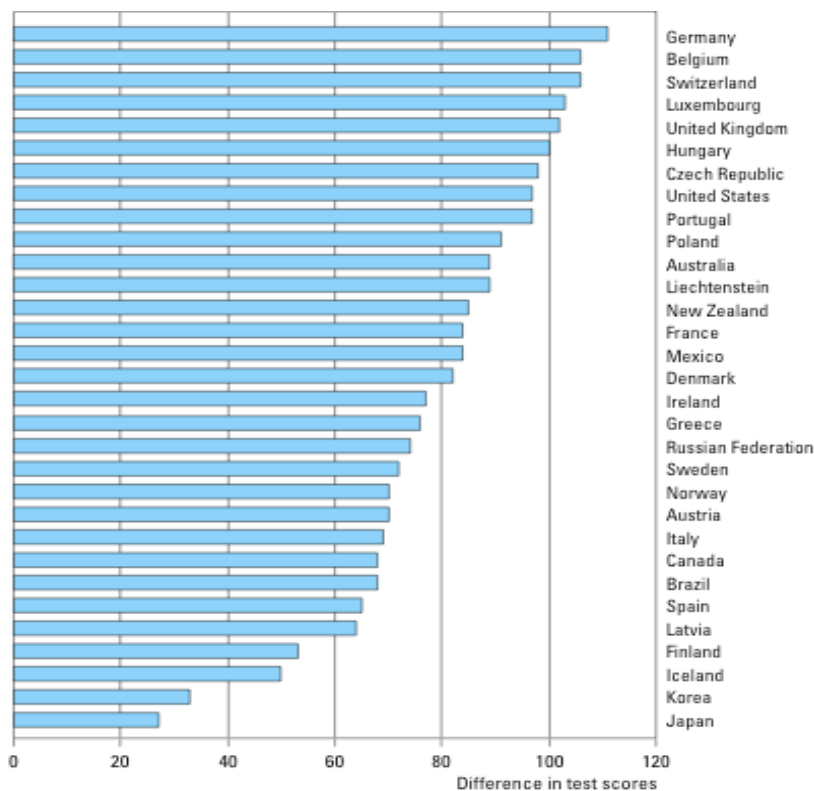
²³⁴ Woessman, Ludgar (2007). *Fundamental Determinants of School Efficiency and Equity*. P. 5

²³⁵ Knapp & Woolverton (1995). *Social Class and Schooling*. P. 553

education and progress on to university.²³⁶ This correlation was often overlooked prior to the release of the study, which illuminated such problems within Germany's education system.²³⁷

According to the results from the PISA study in 2000, only 10% of students from the lowest socio-economic group attend Gymnasium; 40% are enrolled in Hauptschule compared to just 10% of those from higher socio-economic status groups.²³⁸ The results below depict differences in reading literacy scores of 15 year olds from families in the top and bottom quarters of the socio-economic index. The bars within the chart illustrate the extent to which the former group outperforms the latter (PISA Study 2000).

Table Six: PISA 2000- Literacy scores of 15 year olds from families in the top and bottom quarters of the socio-economic index



According to the PISA (2000) results depicted in table six, no other country listed conveys a stronger correlation between social background and academic performance than Germany. It is also interesting

²³⁶ Anonymous (2006). German Education Failures Linked to Social Background in Deutsche Welle Online : <http://www.dw-world.de/dw/article/0,,1765400,00.html> 20.11.2009

²³⁷ Anonymous (2004). Bad Grades for German Schools in Deutsche Welle Online: <http://www.dw-world.de/dw/article/0,,1328391,00.html> 05.09.09

²³⁸ PISA Study Overview (2000). An Overview: Design, Method and Results. P. 12

to note that the numbers fluctuate within different states of Germany, which is a key factor to take into consideration when examining any elements of the German school system. Each state operates its own education system, therefore, the differences that exist from state to state must be taken into consideration.

The following table (table seven) conveys data illustrating the number of students finishing school in Berlin without even a Hauptschule certificate from 1996 to 2003.²³⁹

Table Seven: Students Finishing School in Berlin without even a Hauptschule Certificate from 1996 – 2003

	1996	1997	1998	1999	2000	2001	2002	2003
Total Non-German	4246	4669	4818	4522	4526	3807	4607	4808
Non-Germans without Hauptschule Certificate	895	1049	1172	1107	1036	722	1057	1156
In %	21.1	22.5	24.3	24.5	22.9	19.0	22.9	24.0
Total German	28733	29799	30599	34640	32800	32362	32242	31785
Germans without Hauptschule Certificate	2781	3049	3351	3518	3378	2287	3357	3412
In %	9.7	10.2	11.0	10.2	10.3	7.1	10.4	10.7

The discrepancy of educational success of students of German and non-German background is clearly depicted with 24% of students from non-German backgrounds leaving school without a basic school certificate in 2003, whereas, only 10.7% of Germans choose the same path. Such a path seldom leads to social integration and professional success. In 2003, only 12.2% of students with non-German background graduated from Gymnasium. This is noticeably less than the 33.4% of German students graduating with the same degree. The PISA study illustrates that the German school system, like many other education systems throughout the world, must do more to combat social structural inequality. Upon consideration of these findings, one might assume that the system that is currently in place not only systematically excludes certain students from the optimum educational experience offered in

²³⁹ Ohliger & Raiser (2005). Integration and Migration in Berlin: Zahlen-Daten-Fakten. P. 35

Germany, but also reinforces the cyclical nature of poverty and social disadvantage. The German Federal Ministry of Education and Research recognizes the need for reform; this quote stands at the top of their website under the heading of ‘Innovation in Education’:

We need to reorient our education policy. Our school system must enable more children and young people to earn higher education qualifications. This includes a higher performance level as well as more social skills. In schools, the strengths and individual abilities and background of each child must be in the centre. The principle of challenging and supporting must be followed consistently.²⁴⁰

Differentiated educational systems disregard the equality of opportunity each child should be given to succeed in school. One does not achieve equality by enhancing differences in children and thus allocating them to different social strata;²⁴¹ one achieves equality through a system of education that promotes success for all students regardless of their socio-economic status. Germany is currently in the process of modifying the education system and many states are alleviating Hauptschule and seeking alternatives to the traditional model of education. Reforms to the education system have been put in place since the release of the PISA study results in 2000 such as 4 billion euro in funding to establish more all-day schools to increase the learning day.²⁴² This is one reform to initiate a change for better academic outcomes in German schools, but more needs to be done to confront the achievement gap of students based on economic factors and establish a more equitable and just system for all students within Germany.

²⁴⁰ German Federal Ministry for Education and Research. <http://www.bmbf.de/en/1076.php>

²⁴¹ Cohen (2001). *A Shifting Social Context: NSSE Looks at Equity in Schools and Classrooms*. P. 82

* This depicts the education system for 8 provinces and territories, excluding Nova Scotia, PEI, New Brunswick, Saskatchewan, and Quebec

²⁴² German Federal Ministry for Education and Research website. <http://www.bmbf.de/en/3292.php>

6.3 Education in Canada

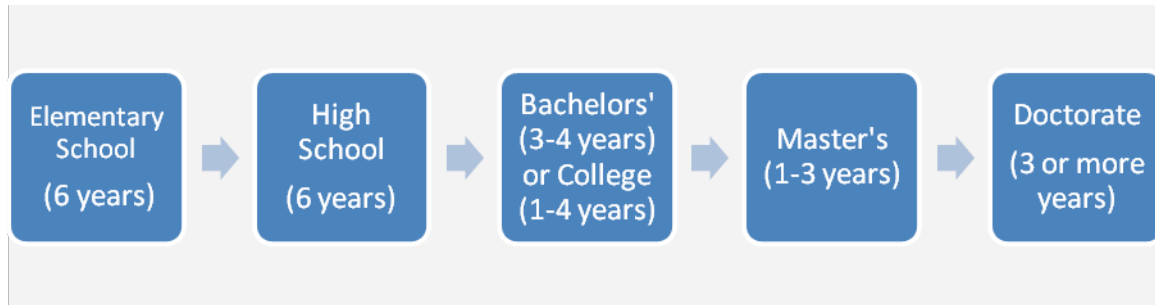


Diagram Three: The Basic Structure of the Canadian Education System*

Canada's Constitution Act from 1867 gives the provinces exclusive jurisdiction in education. Like Germany, the provincial and territorial legislatures have developed their own educational regulations, which has allowed for different education systems within Canada with many similarities and some differences. In the 13 jurisdictions (ten provinces and three territories) departments or ministries of education are responsible for the organization, delivery, and assessment of education at the elementary and secondary levels, for technical and vocational education, and for postsecondary education.

The basic structure of the Canadian education system (depicted in diagram three) is divided into two phases: elementary school and high school, but there is also a middle component in many provinces (middle school or junior high), which consists of grade 7 to 9 or grades 6 to 8. The ages for compulsory schooling vary from one province to another, but most require attendance in school from age 6 to 16. In some cases, compulsory schooling starts at 5, and in others it extends to age 18 or upon graduation from secondary school. In most jurisdictions, elementary schools cover six to eight years of schooling. Secondary school covers the final four to six years of compulsory education.

The Toronto District School Board (TDSB) governs over 550 schools, some of which have a percentage of 80-95% of 'new Canadians' and more than 36% of the students come from economically disadvantaged families (income is less than 70% of the median income).²⁴³ The TDSB has recognized over the last few years that systematic change was required to ensure that all students in Toronto schools are able to succeed academically, and have taken measures to make this happen. In September

²⁴³ 'Integration Through Education: Toronto's Second Generation Makes the Grade' on <http://citiesofmigration.ca/integration-through-education/lang/en/11.09.09>

2008 the TDSB was awarded the Carl Bertelsmann prize from Germany in recognition of its exemplary work in promoting social integration and improving equal learning opportunities at its schools.

In addition to ensuring the school curricula reflects the diversity of the student body, the TDSB supports efforts to involve parents, neighborhoods and ethnic communities. In locations with a particularly high number of immigrants, integration advisors (settlement workers) at the schools are helping parents with education and other issues concerning integration. Other specific actions that the TDSB has implemented to achieve these results include: providing low-achieving students with individual support in the classroom and access to language learning in their student's native language.²⁴⁴

These are steps to try to ensure that despite the social, ethnic or linguistic background of students, educational success for all students is the end goal. According to Dei (2007) while diversity across the country is welcoming and reforms toward a more inclusive and equitable education system are positive, the challenge of integrating newcomers into Canadian society still persists with many new immigrants suffering from alienation, facing problems of racialized and gendered poverty, homelessness and non-status, and posttraumatic stress (specifically for students coming from war zones).²⁴⁵ All issues which directly impact the daily workings of schools and society. The graduation rate of Black youth in the TDSB is much lower than that of White students, with expulsions and suspensions being much more frequent for black and minority students. The differential treatment based on race (labeling and stereotyping, sorting of students, low student expectations by teacher, lack of curricular sophistication, the absence of diversity in staff representation, and disciplining with suspensions and expulsions) cannot be underestimated on the affect on academic success (Dei, 2007).²⁴⁶ This is one reason for the rationale behind the TDSB opening an Afrocentric school in September 2009 as a new approach to combat the inequalities within the current mainstream education system. Through the commitment to cultural, academic and social goals, different learning styles, and an African-centered curriculum the new school is an attempt to bridge the achievement gap in Toronto's urban high schools.

²⁴⁴ Cities of Migration website: <http://citiesofmigration.ca>

²⁴⁵ Dei, G (2007). African Youth Schooling as Community: Race, Schooling, and the Education of African Youth. P. 348

²⁴⁶ Dei, G (2007). African Youth Schooling as Community: Race, Schooling, and the Education of African Youth. P. 350

The TDSB has also implemented various ‘tracks’ or educational ‘choices’ within Ontario high schools to provide students with educational options to suit their learning needs in high school. As stated, the education system in Canada is provincial so schools throughout the country adhere to their provincial educational framework rather than a national curricular paradigm. Students in the TDSB are recommended for different ‘tracks’ by their homeroom teachers in the eighth grade but parents are able to override the decision. The available choices are essential skills, workplace, college and university. The TDSB has also started modifying and expanding areas of the high school curriculum to incorporate innovative learning strategies (such as offering online courses), offers more practice orientated programs focused on specific realms of employment (cooperative programs), and has alternative schools (schools with various foci such as social justice and those who target at-risk students) to attempt to decrease the number of students leaving high school prior to receiving a diploma.

Like in Germany, tracking in this sense is driven by the attempt to offer an education best suited to the students’ learning needs and future employment interests. Tracking early in one’s educational career may hinder the chances of those who: had not managed to master the language during their early years of schooling; were slower in their cognitive development; needed alternative learning methods to comply with their needs; were not interested in academic success for whatever reason at an early age; or had other external factors which were a detriment to academic success (home environment, poverty etc.). Educational tracking in the later stages of one’s academic career may be a detriment to learning and academic achievement as well, unless the differentiated curriculum provides equal opportunities for future success and is seen as equally valid within the educational sphere. Education should be seen as the path for success of all students. Having a differentiated curriculum to suit the learning needs of students in the contemporary urban classroom is beneficial when the options are seen as different but equal, and ensure that all students are provided with the same opportunity to excel in schools and society. Demographic change in urban spaces effect our schools by influencing the student population, their learning needs and the classroom composition. It changes urban classrooms through what the students bring to their learning environments each day – their own personal framework based on their cultural, racial, ethnic and linguistic backgrounds, socio-economic status, and life experiences. Understanding how urban classrooms have changed by demographic shifts in cities, and how such

diversity should be seen as an attribute rather than a detriment to the learning environment is a vital to the success of new teachers entering urban classrooms.

We all expect our students to learn and utilize their education to improve their lives and those of their communities. But such learning is only possible if the resources, the environment, and the desires are existent and available in the educational context for the learner. We need to explore a wide range of teaching, instructional, and learning models, as well as strategies and practices for educational administration that will bring profound change in our schools.

(Dei, 2007:348)

7. Reforms to Teacher Training from 1996-2006

The following chapters examine the secondary teacher training programs at the Freie Universität (FU) Berlin and the Ontario Institute for Studies in Education (OISE) from 1996 to 2006, the time frame in which the candidates involved in the on-line questionnaires completed their teacher training.

7.1 An Examination of the Teacher Training Program at the FU Berlin from 1996 to 2006

Founded in 1948, the Freie Universität Berlin has an established history of higher education. As one of the leading and largest universities in Berlin, it has a reputation for being innovative and international. In October 2007, the FU Berlin was awarded the status of an ‘elite university’ by the German Science Foundation for the quality of its research through the Initiative for Excellence of the German government, giving it international recognition of its accomplishments. With over 30 000 students, 16 graduate programs and 17 research centers, the FU Berlin is seen as a leading research institution in Germany.

The process of teacher training can differ quite extensively from country to country. In Berlin, teacher training programs have recently been reformed to comply with the Bologna Declaration (1999) in the attempt to establish a more transferable and transparent system across Europe. The FU Berlin felt the Bachelor / Masters model reflected itself more as an ‘international network university.’²⁴⁷ Prior to the implementation of the Bachelor / Master’s model (2004/2005), the FU Berlin’s training program was composed of a multi-staged process in order to gain professional certification and become a full-time teacher. This is the process that will be examined in this chapter for it was this program that the pre-service candidates within this research study completed.

Prior to commencing the teacher training program at the FU Berlin between 1996 and 2006, candidates would have had to successfully complete their Abitur (high school leaving certificate after Gymnasium) or an equivalent qualification and would have advanced directly into university where they would initiate their teacher training program. During the training process, students spent four to five years in academic courses- both subject-specific and courses related to pedagogy. After

²⁴⁷ FU Berlin Website: <http://www.fu-berlin.de/en/info/bologna/studienstruktur/index.html> 20.11.09

completing their course requirements, students were required to write the First State exam (Erstes Staatsexamen) and upon successful completion, initiate a trainee placement for one to two years (Referendariat). When finished, they were then required to write the Second State exam (Zweites Staatsexamen) in order to become a fully certified teacher. The new Bachelor / Masters model is a slightly different process. Students undergo a three year Bachelor program (180 credits or *Studienpunkte*), followed by a one or two year Masters program (60 credits or *Studienpunkte* for Haupt- and Realschule teachers and 120 credits for Gymnasium teachers).²⁴⁸ This is inclusive of the subject-specific and pedagogical courses. On completion the Masters of Education, students are awarded an equivalent to the First State Examination, which qualifies graduates for entry into the position as a trainee teacher (Referendariat) leading to the Second State Examination. Success in this examination is the final requirement for certified employment at state-maintained and private schools (qualified teacher's status). In respect to intercultural or urban education courses, within the new three year Bachelor program (as of summer semester 2008), students are required to take a course and complete an practicum within the focal area of 'German as a Second Language.' Both the seminar 'Sprachliche Grundlagen' (fundamentals of speech) and the practical component 'Diagnose und Förderung' (Diagnoses and Advancement) focus on the learning situations of students from non-German backgrounds. The practical component is used to deepen the theoretical knowledge learned in the seminar and experience how it applies to actual teaching; these two elements can be done simultaneously. In the Masters program, students are required in the third module (out of four) to build on the skills learned in the Bachelor course on German as a Second Language and complete another seminar and second practical exercise. Both the seminar 'Sprachliche Grundlagen und didaktische Ansätze' (fundamentals of speech and teaching approaches) the practical element 'Sprachförderung im Fachunterricht' (language skills in subject-specific teaching) explore the issues relating to teaching students of non-German backgrounds and focus on diagnostic and teaching skills in these settings.

Within the span of the ten years under investigation, modifications were made to the basic structural elements of the secondary teacher training program at the FU Berlin. The subsequent information explores the section relating to the pedagogical courses of the program, but students at the FU Berlin were required to complete 160 SWS in total for completion of the program, between 20 and 22 SWS were courses relating to pedagogy. Completion of their course requirements in both their subject-

²⁴⁸ Program structure outlined on FU Berlin's website: <http://www.fu-berlin.de/en/info/bologna/studienstruktur/index.html> 20.11.09

specific courses and those relating to education often took more than five years to complete. Students then initiated the process of being a trainee teacher upon successful completion of their First State exam.

Commencing with the winter semester 1995 / 1996, the mandatory requirements for graduating from the Freie Universität secondary teacher training program was the completion of eight courses: four from the educational sciences; three courses from the social sciences; and one class relating to intercultural education; a total of 22 SWS. At this point in time, the program was divided into five sections: Pädagogisches Handeln und wissenschaftliche Theoriebildung (Pedagogical Action and Scientific Theories); Schule als gesellschaftliche Institution (School as a Social Institution); Sozialisation und Erziehung (Socialization and Education); Curriculum und Unterricht (Curriculum and Teaching); Diagnose, Beurteilung und schulische Erziehungshilfe (Diagnosis, Assessment and School Educational Support). The number of required credits from the various sections depended on one's focal area within the program. The two main focal areas being: *Socialization und Erziehung* (Socialization and Education) and *Curriculum und Unterricht* (Curriculum and Teaching).

Table Eight: Guidelines of the Study and Exam Regulations (1982)*

Prüfungsbereiche =====	Erziehungs- Wissenschaft	Philosophie	Politologie	Psychologie	Soziologie
Studienbereiche					
Pädagogisches Handeln & wissenschaftliche Theoriebildung	X	X			
Schule als gesellschaftliche Institution	X		X		X
Sozialisation & Erziehung	X	X	X	X	X
Curriculum & Unterricht	X	X	X	X	X
Diagnose, Beurteilung & schulische Erziehungshilfe	X			X	

Replicated from the 1996 FU Teacher Training Course Manual

* Replicated from the FU Berlin Course Guidelines WS 1995 / 1996. Scanned copies of the original are located in appendix IV

The itemization from the FU Berlin teacher training course description book 1995/1996 is included in table nine.

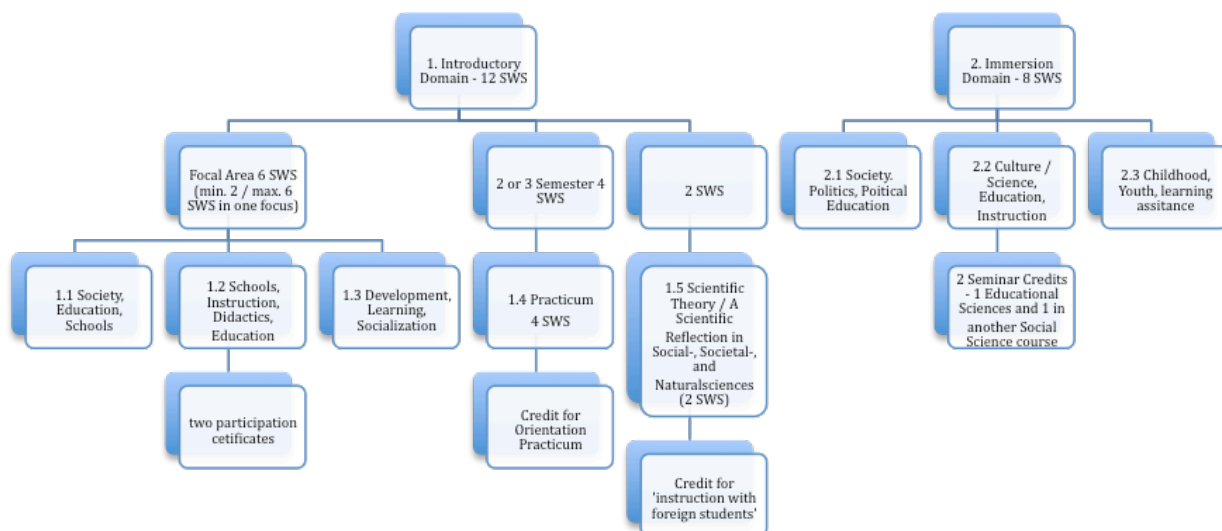
Table Nine: Overview of Graduation Requirements for the Secondary Teacher Training Program, FU Berlin. Winter Semester 1995-96

EDUCATIONAL SCIENCE			
Introduction to Educational Science			
• 2 SWS			
One of the two focal areas- Socialization and Education or Curriculum and Instruction			
• 4 SWS			
Another area of study of choice			
• 4 SWS			
Training to Prepare for Practicum			
• 2 SWS			
SOCIAL SCIENCES			
Introduction to the Social Sciences			
• 2 SWS			
Focal area courses			
• 4 SWS			
Free choice of courses within the Social Sciences			
• 2 SWS			
INTERCULTURAL EDUCATION			
Introduction to the theme 'instruction with foreign students'			
• 2 SWS			
TOTAL 22 SWS			
Educational Sciences	Social Sciences	Intercultural Education	Orientation practicum
• One from both study areas	• One from the study area	• One	• One

The course selection from each area was quite extensive, allowing candidates a wide range of choices to fulfill their mandatory requirements for graduation. At this point, graduating candidates needed only one course relating to intercultural education in order to successfully complete the teacher training program.

Throughout the decade, the program requirements altered slightly. The first modification occurred in the winter semester of 1998-1999. The number of required credits was lowered from 22 SWS to 20 SWS and the number of focal areas one could concentrate on increased from two to three. These were: Gesellschaft, Erziehung, Schule (Society, Education, School): Schule, Unterricht, Didaktik, Erziehung (Schools, Teaching, Didactics, Education); and Entwicklung, Lernen, Sozialisation (Development, Learning, Socialization). The diagram below conveys the course requirements for graduation. The guidelines depicted in table eight remain unchanged.

Diagram Four: Overview of Graduation Requirements for the Secondary Teacher Training Program, FU Berlin. Winter Semester 1998-1999*



*Replicated from the FU Berlin Course Guidelines WS 1998 / 1999. Scanned copies of the original are located in appendix IV

Table Ten: Overview of the Study Requirements in the Educational Sciences and another Choice of Social Science WS 1998 / 1999*

Domain	Educational Sciences	Choice of Social Science	Total
Introduction to the study of the educational / social sciences for teacher training	2	2	4
Preparation and Evaluation of a Supervised Practicum	2 (OR)	2	2
Study Focus ‘Socialization and Education’ or ‘Curriculum and Instruction’	4		4
Courses from the first Study Focal Area	4		4
Courses from another Study Focal Area		4	4
Supplement and Consolidate	2 (OR)	2	2
Semester periods per week	12	8	20

The number of mandatory courses relating to intercultural education did not change during this time period. As time progressed, structural changes were made to the teacher training program. In the course description book for the winter semester 2001 / 2002, four SWS are added to the mandatory courses required to graduate. The majority of the obligatory requirements remain unchanged from the previous years (see diagram) but included are two new credits titled: Bescheinigung ‘Unterricht mit Schülern nichtdeutscher Herkunftssprache’ (teaching students with non-German language backgrounds) und Bescheinigung ‘Integrations-Pädagogik’ (integration pedagogy). These new additions focus on aspects relating to a changing urban society and students’ learning needs, including skills and knowledge that address students from diverse cultural and linguistic backgrounds. The number of credits that were needed at this time to graduate were 20 SWS + 4 SWS, totaling 24 SWS. The dissection of course requirements is depicted in the diagram below.

*Replicated from the FU Berlin Course Guidelines. Scanned copies of the original are located in appendix IV

Diagram Five: Overview of Graduation Requirements for the Education Courses for Completion of the Secondary Teacher Training Program, FU Berlin. Winter Semester 2001-2002*

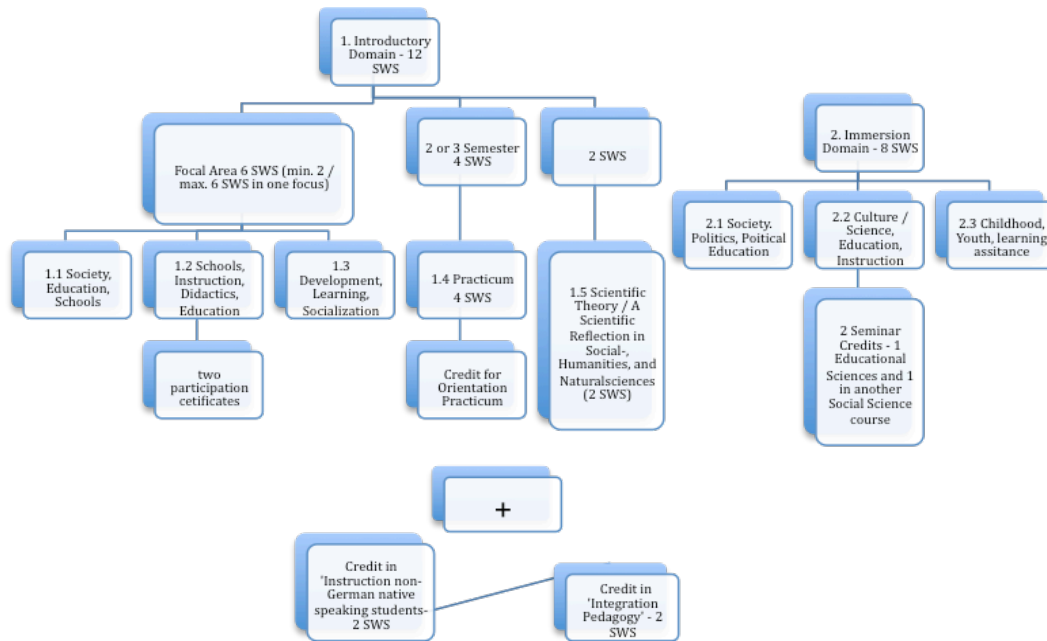


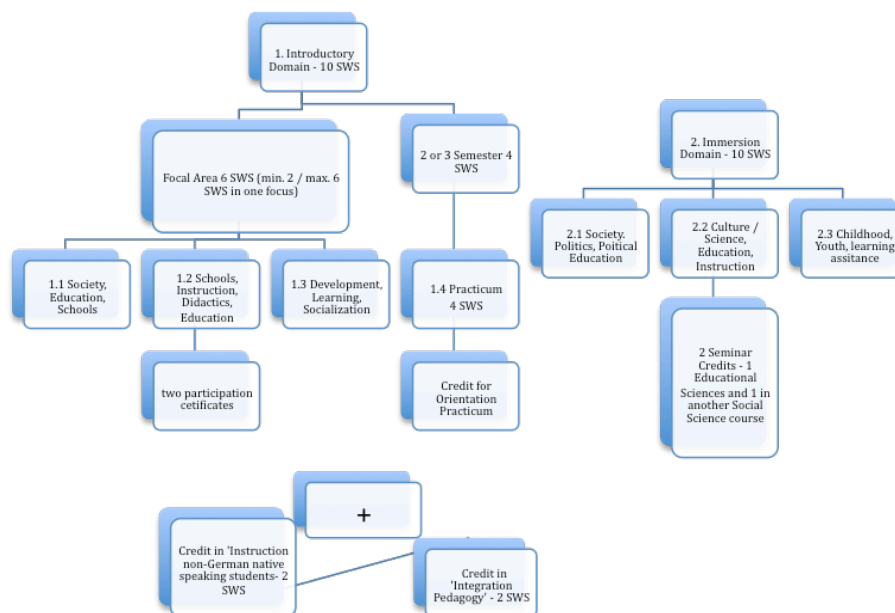
Table Eleven: Overview of the Study Requirements in the Educational Sciences and another Choice of Social Science WS 2001 / 2002

Domain	Educational Sciences	Choice of Social Science	Total
Introduction to the study of the educational / social sciences for teacher training	2	2	4
Preparation and Evaluation of a Supervised Practicum	2	2	4
Study Focus ‘Socialization and Education’ or ‘Curriculum and Instruction’	4		4
Courses from the first Study Focal Area	4		4
Courses from another Study Focal Area		4	4
Semester periods per week	12	8	20

* Replicated from the FU Berlin Course Guidelines WS 2001 / 2002 Scanned copies of the original are located in appendix IV

In the summer semester 2002, another minor modification to the structural framework took place. The introductory domain changed from 12 SWS to 10 SWS- the 2 SWS previously required focusing on courses on scientific theory: examination of the social-, humanities and natural sciences (1.5) was eradicated and 2 SWS were added to the immersion domain of the program (courses within 2.1, 2.2 and 2.3). The guidelines depicted in table eight remain unchanged.

Diagram Six: Overview of Graduation Requirements for the Education Courses for Completion of the Secondary Teacher Training Program, FU Berlin. Summer Semester 2002*



From 2002 to 2006, the program requirements remained unchanged and the Bachelor / Masters program was implemented shortly afterwards.

7.2 OISE’s Teacher Training Program from 1996-2006

The Ontario College of Education at the University of Toronto has been preparing pre-service educators for the profession since 1920. It has an extensive history of preparing secondary teachers in the province of Ontario to teach, and has strived over decades to continually expand the faculty with new and innovative programs relating to schools and schooling. In 1965, the Ontario Institute for

* Replicated from the FU Course Guidelines SS 2002. Scanned copies of the original are located in appendix IV

Studies in Education (OISE) was established in Toronto to conduct research and engage in the field development activities in education, and offered graduate programs throughout its seven academic departments.²⁴⁹ In 1994, OISE and the Faculty of Education at the University of Toronto initiated a merger to enhance the work done in the field of education by combining shared objectives and resources. The conglomeration came into effect on July 1st 1996, developing one of the largest faculties of education in North America. OISE strives to be an ‘effective, interactive learning community which through research, scholarship, and excellent instruction, provides a theoretical knowledge base for education as a domain of advanced study and professional practice.’²⁵⁰ This section of the paper examines the secondary (Intermediate/ Senior) Bachelor of Education teacher training program offered at OISE between 1996-2006 to explore what structural changes have been made to the program over the decade.

Since 1996, OISE has offered a one year intermediate / senior training program for those aspiring to become secondary teachers. Prior to initiating the program, students must hold an approved degree (with a total of at least 45 credits) from a degree-granting institution.²⁵¹ This normally equates to having successfully completed a four year Bachelor degree in a subject-specific focal area before the one year Bachelor of Education commences.

Between 1995 / 1996 to 1998 / 1999 was divided into four components totaling five course credits: The Contemporary Classroom; Curriculum and Instruction; Foundations; and Practice Teaching (depicted in table twelve).

²⁴⁹ OISE Course outline book 1997/1998. P. 16

²⁵⁰ OISE Course outline book 2005/2006. P. 13

²⁵¹ OISE Course outline book 1995/1996. P. 12

Table Twelve: Credit Requirements for Completion of Secondary Teacher Training Program OISE 1996 / 1997**The Contemporary Classroom**

- 0.5 credits

Curriculum and Instruction

- 2.0 credits

Foundations

- 1.5 credits

Practice Teaching

- 1.0 credits

The first component, ‘The Contemporary Classroom,’ was devised of one mandatory class for all students within the program. This course addressed issues of classroom management, assessment and evaluation, school law in Ontario and special education. The course description specifies special education and teaching students with exceptional needs as priorities for the course on the contemporary classroom at this point in time. The next component on ‘Curriculum and Instruction’ was the most weighted of the four components of the program in terms of credit value. This section focused on more subject and level specific knowledge. The ‘Foundations’ component required students take three ‘Foundation’ courses. *Teaching: Students, Schools and Systems* was obligatory for all students; plus the choice of one course from the area of Educational Psychology and one from Educational Policy and Foundation Studies. The required course from this section, *Teaching: Students, Schools and Systems*, relates to ideologies of critical pedagogy and learning within a critical framework. By making such a class compulsory for all participants, OISE set forth at an early date that the exploration of socio-cultural and political forces on the educational system and the process of learning are vital to the understanding of teaching. Within the ‘Educational Policy and Foundations’ component, the course choices were quite extensive and depicted a vast range of themes. The final component ‘Practice Teaching,’ required a minimum of forty days of practical days in an educational setting for observation and teaching.

Specific ‘cohort groups’, based on specific theme-based focal groups of 25-35 students, were arranged for the Foundation courses of the program. The different cohorts normally have a coordinator(s) and work with partnering schools or organizations. The cohorts offered within the secondary teacher training program have modified throughout the decade; the Inner City Education cohort for the secondary level was initiated in September 2007.

In 1999/ 2000, the program structure was slightly modified. The program changed from four to seven components, with a total of 5.0 credits.

Table Thirteen: Credit Requirements for Completion of Secondary Teacher Training Program OISE 1999 / 2000

Curriculum and Instruction	• 2.0 credits
Teacher Education Seminar	• 1.0 credit
Psychological Foundations of Learning and Development	• 0.5 credits
School and Society	• 0.5 credits
Related Studies	• 0.5 credits
Practicum	• 0.5 credits
Internship	• 0.5 credits

The first sector, ‘Curriculum and Instruction ‘ was composed of subject and level specific courses to enhance students’ knowledge base on their teachables, like it had in previous program structure. Two course credits totaled 144 contact hours in the classroom. The implementation of new sections to the program depicted a change in the prioritization of knowledge, and a shift in the overall perception of

the desired goals for what is learned within the teacher training program. The ‘Teacher Education Seminar’ and the ‘School and Society’ component depicts a stronger attentiveness to issues relating to issues of urban education.

The ‘Teacher Education Seminar’, with the value of 1.0 credit out of 5.0, focused on:

the connections among the candidates’ professional courses, the Practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community. (Course outline book 1999/2000. P. 33)

This idea of ‘synthesizing’ or reflecting on one’s own personal experiences is an important concept in the journey of teacher training within in the discourse of urban education. Stressing the need for pre-service teachers to address their own personal experiences in relation to the profession and the attempt to promote diversity and equity in schools is included in the course outline, conveying a new importance on such issues. The fourth section, ‘School and Society’ is a one mandatory course of all participants and shares attributes with the earlier compulsory course *Teaching: Students, Schools and Systems* but extends further in its exploration of issues of urban and intercultural education. The course emphasizes the awareness of a changing society and the need for a modification in the knowledge obtained by new teachers entering the contemporary classroom to include issues relating to the contemporary classroom. The brief course outline states that candidates will:

develop a critical awareness of the intersections among schools, classrooms, communities and society within the changing context of the learning environment. This course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. This course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active in a changing society. (Course book 1999/2000. P.34)

Such a course, compulsory for successful completion of the teacher training program, stresses the importance placed by the faculty on addressing the needs of a changing student population and the affects such changes have on the role of the classroom teacher. ‘Psychological Foundations of Learning and Development’ section replaced the Educational Psychology section of the previous course structure, and is devised of one compulsory course exploring the elements relating to

Educational Psychology and learning. ‘Related Studies’, the fifth component of the new program, encompassed a variety of courses and candidates were required to participate in one or two (depending on the credit value of the course) within this section. Many of the courses within this category were new to the program and once again, reflected a change in the programs focus towards an urban or intercultural approach. For example, the course ‘Anti-Racist Education Studies’ (EDU5510) surpasses its previous predecessors in its inclusion of issues of power and domination, race and identity through the combination of theory and practice. Other courses include: ‘Community, Family and School Relations’ (EDU5514) and ‘Cross-Cultural Counseling Skills for Beginning Teachers’ (EDU5518), which provides new skills to pre-service teachers who may confront complex situations that require more than the traditional role of teachers. It assists teacher candidates in ‘developing resource materials for dealing with multiethnic and multicultural student populations.’²⁵² Terms such as social justice, equity, socio-cultural perspectives, reflection, democracy, critical awareness, and diversity reoccur throughout the course descriptions, conveying OISE’s emphasis on addressing contemporary issues within the program.

The Practicum requirements changed slightly with the number of required days within the school increasing from forty to fifty days but the final major change to the structure of the program is the addition of the ‘Internship’ component. Although not holding any credit value, the ‘Internship’ component is mandatory for successful graduation. The Internship consists of an additional six-week field base experience, taking place at the end of the program. The goal of the internship, according to the course description is to ‘allow candidates to deepen their skills and knowledge in terms of the Standard of Practice for the teaching profession developed by the College of Teachers.’²⁵³ This reiterates once again, the importance placed beyond theory and into active practice within the schools. OISE’s 1999/ 2000 teacher training program encompassed an ideology which aimed to address the needs of a changing city and as well as a changing profession for its graduates.

The program remains grounded in the structure established in 1999 / 2000 with a small modification to the Internship changing from six weeks to five weeks (2000 / 2001) and slight changes in the course choices as well, including new and innovative courses such as ‘Critical Reflection on Teaching Practices’ (EDU5564) and ‘Legal Issues in the Classroom and the School Workplace: Teacher’s Rights

²⁵² OISE Course outline book 1999/2000. P. 35

²⁵³ OISE Course outline book 1999/2000. P. 42

and Responsibilities' (EDU5570). Slight changes appeared in the 'Related Studies' component, such as the credit value of courses (previously, some courses were valued at 0.25 credits because of the amount of course time that was required and in 2002/2003 all courses were valued at 0.5 credits) and the courses available. 'Democratic Values, Student Engagement and Critical Thinking' (EDU5564), 'Masculinities and Education' (EDU5580), and 'Inquiries About Education' (EDU5576) are three examples of new courses which convey a change in attention to social issues in the realm of education and how changing urban classrooms require new insight to those who are learning to manage such complex environments. It is clear that issues such as equity, inclusion and educational reform are very much part of the course objectives at this point in time.

OISE's Intermediate / Senior Teacher Training Program from 2003/2004 to 2006/2007 remained virtually unchanged from 1999, with some courses being replaced with courses of similar themes but different focal areas or new applicable courses added. Courses throughout the different sections were modified annually to include relevant issues relating to schools and schooling, the profession of teaching and bureaucratic practices and policies relating to the field. 2005 / 2006 saw the addition of 'Stress and Burnout: Teacher and Student Applications' (EDU5593), addressing the impact of stress and preventative measures against teacher burnout. Another new course added in the same year was 'Students' Experience in the Classroom' (EDU5525). 2006 / 2007 was the first year with a course on bullying, 'Preventing School Violence and Bullying: Theory, Practice, Evaluation, and Implementation' (EDU5596), an increasing problem in Canadian schools.

Despite the changes to the courses and cohorts offered to new students each year entering the OISE secondary teacher training program, the structural features of the program remained relatively consistent throughout the decade.

7.3 An Overview of Trends Throughout the Decade

Throughout the decade of 1996 to 2006, both teacher training programs at their respective universities depict minor structural modifications. The awareness of a changing urban environment is conveyed in the course content of both universities, with additional courses added relating to intercultural or urban

education as the decade progresses. Rather than having courses that address urban or intercultural issues as a detached component the rest of the program, OISE seems to have a more integrated approach in ensuring that such foci are discussed throughout the various sections of the program framework. The FU Berlin increased the number of mandatory courses focused on themes relating to intercultural or urban education, but the courses remain disconnected from the dominant structure, rather than as an integrated component to all realms within the pedagogical framework.

The awareness that classrooms are changing due to demographic flux within urban landscapes is conveyed through both the programs' frameworks. More so through the courses added to the fundamental structure at the FU Berlin; whereas at OISE, there seemed as to be an increased of critical reflection and engagement throughout the framework of the program. This is explored further in chapter nine and ten in the candidates' reflections on their teacher training programs upon graduation and twelve months later.

8. Pre-Service Teachers and the Perception of Professional Efficacy

As discussed throughout the initial section of the paper, contemporary societies are in a constant state of transition based on economical, political, social and cultural flux. These challenging new realities place heavy pressure on people's ability to exercise control over the different elements of daily life. Although this paper focuses on the profession of teaching and teacher efficacy, one's perception of efficacy is not simply applicable to the social or professional arena in isolation; it is a multi-dimensional construct that influences all areas of one's life - from work, to family, to relationships, to one's daily choices and emotional states. Efficacy beliefs determine how people feel, think, motivate themselves, and behave;²⁵⁴ they play a vital role in the development of self-directed life long learning, and a strong sense of efficacy contributes to psychological well-being as well as performance accomplishments.²⁵⁵ The following chapters focus on defining efficacy and explore how efficacy relates to teaching and the process of teacher training.

Over the past few decades, the construct of efficacy has evolved with the work of researchers focused on exploring the relevance of this topic in relation to various fields of study. This section of the paper draws from many different scholars leading this research, especially the decades of extensive work done by Albert Bandura, to explore: firstly, what is efficacy; and secondly, why is the construct of efficacy important to examine in relation to the field of teacher training. These chapters will found the basis for the investigation into the research done with candidates from the FU Berlin and OISE at the University of Toronto exploring pre-service teachers' perception of professional efficacy upon completion of mandatory course requirements towards working in an urban classroom and their journey beyond the university.

²⁵⁴ Website on Self-Efficacy and Bandura: www.des.emory.edu/mfp/BanEncy.html. 22.05.2010

²⁵⁵ Bandura (1995). Self-efficacy in Changing Societies. P. 16

8.1 What is Efficacy?

According to Albert Bandura (1995) self-efficacy is:

beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations. Efficacy beliefs influence how people think, feel, motivate themselves, and act. (Bandura, 1995. P. 2)

Often people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively the case.²⁵⁶ Thus, self-efficacy is not referring to the actual skills one has but to the judgment one makes on what they are able to do with the skills they possess.²⁵⁷ The idea of *perception* is a vital component within this paper- it is not the examination of what has been learned per se, but how prepared *one feels* for the profession with the skills and knowledge they have obtained through their teacher training programs.

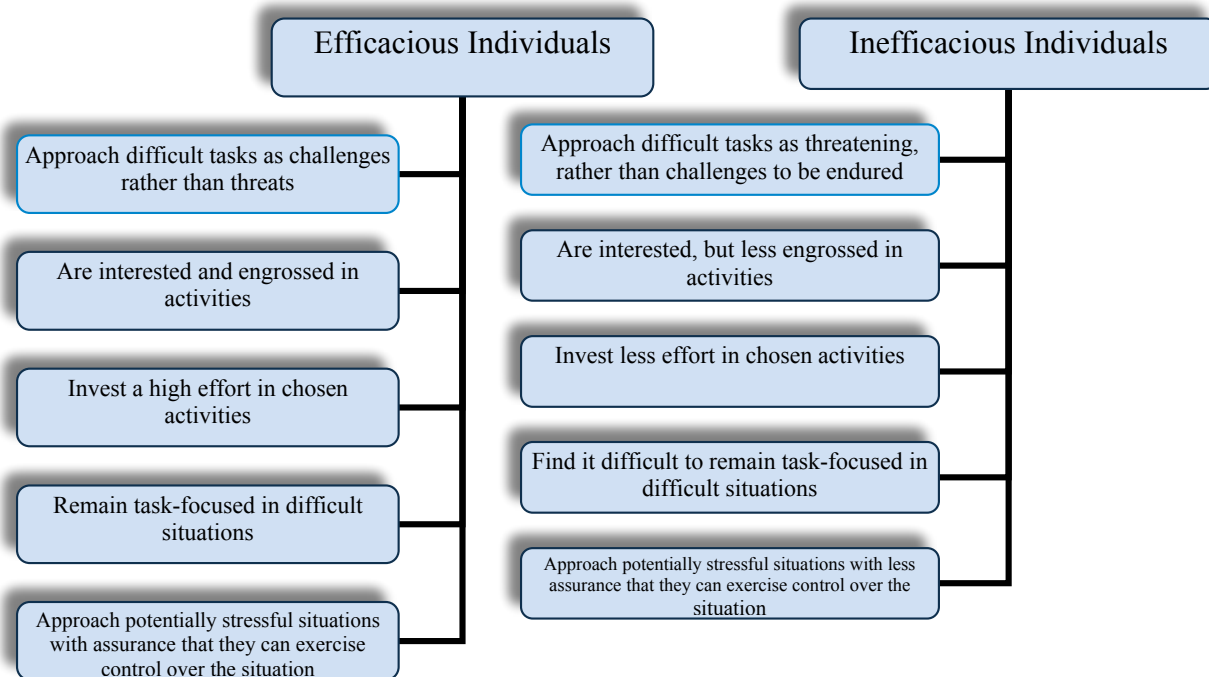
The concepts of self-esteem and self-efficacy are often seen as interchangeable but this is not the case. Self-efficacy is future orientated and focuses on one's perception of the ability to successfully master a particular task in a specific context, whereas self-esteem is more of a global construct that is concerned with judgments of self-worth and is often developed as result of internal or external comparisons.²⁵⁸ There is no direct relationship between self-esteem and self-efficacy; one may feel highly efficacious at a particular task and still have low self-esteem or the other way around.²⁵⁹ Efficacy is very context specific. People's perception of efficacy alters towards and within various contexts. In regards to teaching, one may feel efficacious towards teaching in a higher-ability Math class, but inefficacious teaching lower-ability Math students. This is extremely relevant in the context of this study where the focus lies on perception of efficacy towards teaching in urban high schools with cultural / linguistic / religious / socio-economic diversity, rather than teaching in a rural or suburban high schools with a more heterogeneous student body.

²⁵⁶ Bandura (1995). Self-efficacy in Changing Societies. P. 2

²⁵⁷ Maddux (1995). Self-efficacy, Adaptation, and Adjustment. P. 7

²⁵⁸ Woolfolk, Anita (2006). Educational Psychology 10th Edition. P. 332

²⁵⁹ Woolfolk, Anita (2006). Educational Psychology 10th Edition. P. 332

Table Fourteen: Broad Overview of the Effects of Self-Efficacy (in a specific context, task or situation)²⁶⁰

Bandura (1997) explains that people's beliefs concerning their levels of efficacy towards particular tasks are developed by four major sources. These are: mastery experiences; vicarious experiences; social persuasion; and one's physiological and emotional states. All four sources are associated to the process of teacher training through their effect on pre-service teachers' perception of efficacy entering into the workforce. According to Bandura, the initial two factors are most influential in affecting an individual's efficacy levels.

The first source, mastery experiences, refers to the practical application of skills and direct experiences in a particular field: learning by success and failure in particular settings; overcoming obstacles within a specific context; learning from situations; and building skills through experience.²⁶¹ Social Cognitive Theory prescribes mastery experiences as the principle means for instilling one with a strong sense of efficacy.²⁶² Mastery experiences for pre-service teachers are established through time spent in various classroom settings during the training program; guided by experienced teachers ensuring novice

²⁶⁰ Summarized from A. Bandura's *Self-Efficacy: The Exercise of Control* (1994). P. 31

²⁶¹ Bandura (1995). *Self-efficacy in Changing Societies*. P. 3

²⁶² Website on self-efficacy and Bandura: <http://www.des.emory.edu/mfp/self-efficacy.html#info>

teachers learn to draw positive lessons from challenging teaching tasks (rather than feeling defeated), learn coping strategies from difficult situations, and build skills through trial and error.

One of the things that makes teacher efficacy so powerful is its cyclical nature; the proficiency of a performance creates a new mastery experience, which provides new information that will be processed to shape future efficacy beliefs. Greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy. The reverse is also true. Lower efficacy leads to less effort and giving up easily, which leads to poor teaching outcomes, which then produces decreased efficacy. Thus, a teaching performance that was accomplished with a level of effort and persistence influenced by the performer's sense of efficacy, when completed, becomes the past and a source of future efficacy beliefs. Over time this process stabilizes into a relatively enduring set of efficacy beliefs.²⁶³

Vicarious experiences are the second major source of experiences influencing efficacy levels. This refers to the strengthening of efficacy through the modeling of others one is able to associate themselves with. Modeling based on another individual's behavior in specific contexts helps transmit knowledge and skills to the pre-service teacher in useful methods for managing situations successfully, coping with obstacles, and accomplishing goals.²⁶⁴ Pre-service teachers who have the opportunity to work regularly in an urban classroom with an experienced teacher who models exemplary behavior and skills are provided with vicarious experiences to help prepare them for the reality of challenges within urban classrooms. They are able to observe and learn from those who have gained experience in the profession and in turn, gain insight and confidence on how they might manage challenges in the classroom when they are teaching.

Bandura's *Social Learning Theory*, which was developed over thirty years ago, emphasized observation, modeling and vicarious reinforcement. Over time, his explanations of learning included more attention to cognitive factors such as expectations, self-perceptions, beliefs and social influences. He also placed more importance on both internal and external factors in the learning process.²⁶⁵ His newer theory, the *Social Cognitive Theory*, explores how environmental elements, personal factors, and behaviors are seen as constantly in a state of interaction and all influence and are influenced by each other. Bandura labels this process *interaction reciprocal determinism*.²⁶⁶ Bandura integrates the concept of efficacy strongly within this theory.

²⁶³ Tschannen-Moran, Woolfolk Hoy & Hoy (1998). Teacher Efficacy: Its Meaning and Measure. P. 234

²⁶⁴ Bandura (1995). Self-efficacy in Changing Societies. P. 4

²⁶⁵ Woolfolk, Anita (2006). Educational Psychology 10th Edition. P. 330

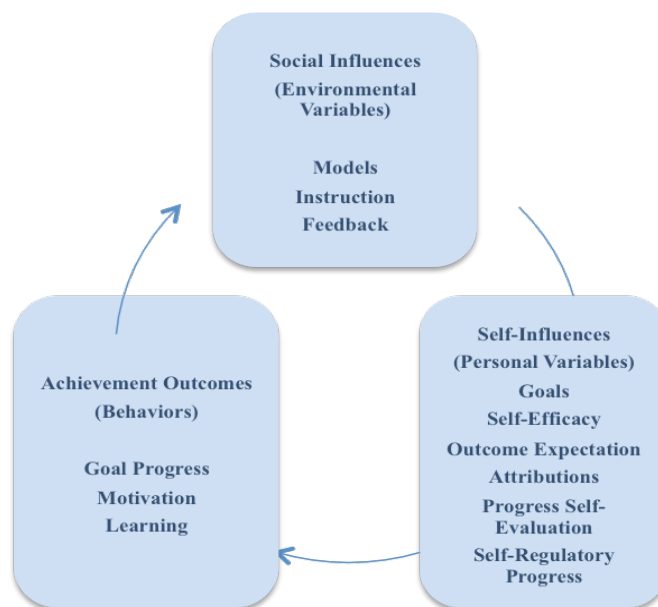
²⁶⁶ Woolfolk, Anita (2006). Educational Psychology 10th Edition. P. 330

Perceived self-efficacy occupies a pivotal role in social cognitive theory...By influencing choice of activities and motivational level, beliefs of personal efficacy contribute importantly to the acquisition of the knowledge structures in which skills are founded. An assured sense of efficacy supports the type of efficient analytic thinking needed to ferret out predictive knowledge from causally ambiguous environments in which many factors combine to produce effects. Beliefs of personal efficacy also regulate motivation by shaping aspirations and the outcomes expected for one's efforts. (Bandura 1994, P. 28)

According to Bandura, high levels of efficacy derive from social influences, which motivate behavior, and increase the likelihood of positive outcomes. This in turn, reinforces the cycle of successful outcomes or learning. There is evidence that a higher sense of self-efficacy supports motivation, even when the level of efficacy is an overestimation.²⁶⁷ This implies that people who are optimistic in their ability to achieve are more motivated to persist for successful outcomes and will pursue the task further, even when the task is deemed challenging. This characteristic is vital in overcoming the challenges within the profession of teaching, especially in the first year of teaching in urban classrooms. It is not simply the skills provided by the teacher training program or an efficacious new teacher that will ensure success in complex teaching environments but the two in combination and integrated as a functioning entity.

Diagram seven (below) depicts the framework of the interaction between individuals, their environment, and types of behaviors outlined in Bandura's *Social Cognitive Theory*. In such a diagram, the interdependence of the three dominant categories is depicted. The social environment of learning influences one's efficacy and outcome expectation, which in turn effects motivation towards the specific task. This continues on through reinforcement of such variables to establish a solid and constructive situation, or negative and ineffective outcome.

²⁶⁷ Woolfolk, Anita (2006). Educational Psychology 10th Edition. P. 333

Diagram Seven: Reciprocal Influences of Learning²⁶⁸**8.2 Perception of Self-Efficacy and the Profession of Teaching**

Over the last two decades increasing numbers of educational researchers have identified teachers' perceived sense of efficacy towards teaching or 'teacher efficacy' as a powerful variable in studies of instructional effectiveness.²⁶⁹ The profession of teaching is complex, demanding, and often times, very stressful. It requires one to be flexible and versatile in a variety of situations and demands the ability to adapt to new and challenging circumstances spontaneously and effectively. Efficacious teachers see themselves as capable of dealing with unexpected situations as they arise (Friedman & Kass, 2002), are more likely to try new methods of teaching, and see themselves as better able to motivate students.²⁷⁰

Teacher efficacy differs slightly from the efficacy discussed previously, and can be defined simply as 'an individual's perception of his or her capabilities to perform the tasks and duties of a teacher.'²⁷¹ Teacher efficacy affects general orientation toward the process of education as well as the instruction and activities that take place within the classroom²⁷² and a teachers' belief or conviction that they can

²⁶⁸ Schunk (1999). Replicated diagram from 'Social-Self Interaction and Achievement Behavior'. P. 221.

²⁶⁹ Guskey, T (1994). Teacher Efficacy: A Study of Construct Dimensions. P. 628

²⁷⁰ Edwards, Higley, Zeruth & Murphy (2007). Pedagogical practices: examining preservice teachers' perception of their abilities. P. 445

²⁷¹ Edwards, Higley, Zeruth & Murphy (2007). Pedagogical practices: examining preservice teachers' perception of their abilities. P. 445

²⁷² Bandura (1995). Self-efficacy in Changing Societies. P. 20

influence how well students learn, even those who may be difficult or unmotivated.

As a construct, teacher efficacy is much more than a collection of practices, and not only includes the perception of ability to successfully execute effective teaching practices but also influences future choices about effort and persistence with tasks.²⁷³

The research supporting and exploring the concept of teacher efficacy derives from two major conceptual strands of theory: that of Albert Bandura (1977) and his work on efficacy; and work based on the research of Julian B. Rotter (1954) and his work on the locus of control and efficacy. The main questions that are most valuable to this study are: what contributes to the development of efficacious teachers entering the profession? And how do teacher training programs contribute to establishing strong sense of teacher efficacy in pre-services teachers entering urban classrooms? Although two dominant theoretical frameworks have guided the research on teacher efficacy, this paper is primarily focused on the work of Albert Bandura and is examined through more of an educational psychological lens. Teacher efficacy is a multidimensional, complex concept and therefore, it is important to acknowledge that the focus of this research is quite narrow in scope. It focuses solely on pre-service teachers' perception of efficacy towards teaching in an urban secondary school in Berlin or Toronto upon completion of their mandatory course requirements for graduation of their respective teacher training program. The objective being: an exploration of pre-services teachers' perception of efficacy towards in teaching in urban settings upon completion of two different teacher training programs to investigate students' own perceptions of efficacy and their reflections on the journey from the university to the workforce.

In order to understand the concept of efficacy, it is important to look briefly at the progression of research over recent history to investigate what has lead research to its contemporary standpoint and where the influences for this paper derive from.²⁷⁴ Over thirty years ago the RAND organization, inspired by Rotter's Social Learning Theory (1966), initiated studies exploring the concept of teacher efficacy and the affects of teacher efficacy in the classroom. They found that teachers who believe that environmental influences surpass a teacher's ability to impact a student's learning (teaching efforts lies outside their control, or is external to them) exhibit different teaching behavior than those who express

²⁷³ Edwards, Higley, Zeruth & Murphy (2007). Pedagogical practices: examining preservice teachers' perception of their abilities. P. 446

²⁷⁴ summarized from: Tschannen-Moran, Woolfolk Hoy (2001). Teacher efficacy: capturing an elusive construct.

confidence in their ability to teach difficult or unmotivated students (teaching activities lies within the teacher's control, or is internal).²⁷⁵ In the RAND studies, teachers were asked to respond in agreement or disagreement to two statements, which explored general teaching efficacy and personal teaching efficacy.

General teaching efficacy (GTE) is defined as:

Teachers' beliefs about the power of external factors compared to the influence of teachers and schools. Factors such as conflict, violence, or substance abuse in the home or community; the value placed on education at home; the social and economic realities of class, race, and gender; and the physiological, emotional, and cognitive needs of a particular child all have a very real impact on a student's motivation and performance in school.²⁷⁶

Whereas, personal teaching efficacy (PTE) is defined as:

Perception of one's own teaching, reflecting confidence that one has adequate training or experience to develop strategies for overcoming obstacles to student learning. It is more specific and individual than a belief about what teachers in general can accomplish.²⁷⁷

In the RAND studies, teachers were asked to indicate their level of agreement with two statements. The sum of the scores on the two items was called teacher efficacy (TE), a construct that professed to reveal the extent to which a teacher believed that the consequences of teaching-student motivation and learning were in the hands of the teacher, that is, internally controlled.²⁷⁸ The RAND studies paved the way for more research into the construct of teacher efficacy and provided a foundation for additional assessment criteria to be devised that extended the two-item scale. The Teacher Locus of Control (TLC), developed by Rose and Medway (1980), the Responsibility for Student Achievement (RSA) developed by Guskey (1981), the Webb Efficacy Scale (Ashton et al. 1982) and numerous others. In the early 1980's Gibson and Dembo developed a more extensive and reliable measurement of teacher efficacy. They began with the formulations of the RAND studies, but integrated the conceptual underpinnings of Bandura's Social Cognitive Theory. Gibson and Dembo (1984) predicted that teachers who score high on both general teaching efficacy and personal teaching efficacy would persist

²⁷⁵ de la Torre Cruz & Casanova Arias (2007). Comparative analysis of expectancies of efficacy in in-service and prospective teachers. P. 642

²⁷⁶ Tschannen-Moran, Woolfolk Hoy (2001). Teacher efficacy: capturing an elusive construct. P. 785

²⁷⁷ Tschannen-Moran, Woolfolk Hoy (2001). Teacher efficacy: capturing an elusive construct. P. 785

²⁷⁸ Tschannen-Moran, Woolfolk Hoy & Hoy (1998). Teacher Efficacy: Its Meaning and Measure. P. 204

longer, provide a greater academic focus in the classroom, and exhibit different types of feedback than teachers who had lower expectations of their ability to influence student learning. Conversely, teachers who scored low on both general and personal efficacy were expected to give up readily if they did not get results. Research generally has supported these predictions. Gibson and Dembo's assessment instrument had a major influence on the further research into teacher efficacy and the investigations into: the impact of teachers' sense of efficacy on their behaviors and attitudes and on student achievement, as well as examining relationships of teachers' efficacy to school structure and climate. Results have confirmed the importance of this construct.²⁷⁹

Bandura (1997) produced his own teacher efficacy scale based on a 30-item instrument with seven subscales: efficacy to influence decision making, efficacy to influence school resources, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate. Each item is measured on a 9-point scale anchored with the notations "nothing, very little, some influence, quite a bit, a great deal." This measure attempted to provide a multifaceted picture of teachers' efficacy beliefs without becoming too narrow or specific.²⁸⁰

As discussed in the previous chapter, the Social Cognitive Theory (Bandura, 1986, 1997) proposes that behavior, cognitive and other personal factors, and the environment interact to influence each other through the process of reciprocal determinism.²⁸¹ Thus, it is important to examine reciprocal relationships between school context (environment) and teacher efficacy beliefs (personal factors).²⁸²

According to Aston and Webb (1986), teachers' beliefs in their instructional efficacy influences students' levels of academic achievement over the course of the school year, regardless of their entering ability level.²⁸³ This may be influenced by factors such as the self-fulfilling prophecy, the learning environment, and teacher / student relationships. All of these factors are affected by personal variables in Bandura's process of interaction reciprocal determinism.

²⁷⁹ de la Torre Cruz & Casanova Arias (2007). Comparative analysis of expectancies of efficacy in in-service and prospective teachers. P. 643

²⁸⁰ Tschannen-Moran, Woolfolk Hoy & Hoy (1998). Teacher Efficacy: Its Meaning and Measure. P. 219

²⁸¹ Spero & Woolfolk Hoy (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. P. 344

²⁸² Tschannen-Moran, Woolfolk Hoy & Hoy (1998). Teacher Efficacy: Its Meaning and Measure. P. 220

²⁸³ Bandura (1995). Self-efficacy in Changing Societies. P. 20

Self-efficacy theory predicts that teachers with a high sense of efficacy work harder and persist longer even when students are difficult to teach, in part because these teachers believe in themselves and in their students. Also, they are less likely to experience teacher burn-out.²⁸⁴

In addition to examining teacher efficacy's relationship to student achievement, research has explored relationships between teacher efficacy and: a teachers' willingness to implement innovative teaching methods; teachers' stress level; and teachers' willingness to stay in the field.²⁸⁵ Teacher burn-out, now a troubling issue that is of greater prevalence than ever before, may be viewed in relation to low levels of efficacy. In the United States, up to 25% of beginning teachers do not return for their third year of teaching and almost 40% leave the profession within the first five years of teaching (Gold, 1996; Harris & Associates, 1993).²⁸⁶ These are troubling statistics and the causes for such high numbers of teachers choosing to leave the profession after such a short amount of time need to be addressed. According to the Bandura (1977, 1986, 1997), efficacy beliefs have been shown to powerfully predict choice of task, effort, persistence, and level of success achieved.²⁸⁷

Teacher efficacy also plays a role in shaping students' attitudes toward school, the subject matter being taught, and how the teacher instructs within the classroom environment.²⁸⁸ According to the Social Cognitive Theory, teachers who do not expect to be successful with certain types of students are likely to put less effort in preparation and delivery of instruction and give up easily when things are difficult, despite if they are aware of different strategies that may be potentially successful to assist students' in the learning process.²⁸⁹ According to Tschannen-Moran et al (1998), when teachers assess their own beliefs about their teaching capability in a particular context, two related judgments are made: the requirements of the anticipated teaching task and an assessment of their personal teaching competence in light of those requirements. Assessment of the teaching task requirements include factors such as: resources available, student factors (such as socio-economic status and perceived ability), and contextual factors (such as school leadership).²⁹⁰ The awareness of students' academic needs and a strong sense of efficacy will more likely influence professional success of new teachers. It is important to reiterate that self-efficacy is a motivational construct based on the perception of competence rather

²⁸⁴ Fives, Hamman & Olivarez, 2005, cited in Educational Psychology (2006), 10th Edition. P. 334

²⁸⁵ Tschannen-Moran, Woolfolk Hoy & Hoy (1998). Teacher Efficacy: Its Meaning and Measure. P. 205

²⁸⁶ Tschannen-Moran & Woolfolk Hoy (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. P. 952

²⁸⁷ Knowblach & Woolfolk Hoy (2008). Maybe I can teach those kids. The influence of contextual factors on student teachers' efficacy beliefs. P. 167

²⁸⁸ Edwards, Higley, Zeruth & Murphy (2007). Pedagogical practices: examining preservice teachers' perception of their abilities. P. 445

²⁸⁹ Tschannen-Moran & Woolfolk Hoy (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. P. 945

²⁹⁰ Tschannen-Moran & Woolfolk Hoy (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. P. 945

than the actual competence level.²⁹¹ Bouffard-Bouchard, Parent, and Larivee (1991) found that children with the same level of skill development in mathematics differed significantly in their ability to solve math problems, depending on the strength of their efficacy beliefs. Children with higher efficacy more consistently and effectively applied what they knew and were more persistent and less likely to reject correct solutions prematurely; in most cases, slightly overestimating one's actual capabilities has the most positive effect on performance.²⁹²

In many cases, new teachers' experiences during their induction year determine the direction of their careers.²⁹³ Murnane et al. (1991) state that 'teachers are most likely to leave the profession during their early years in the classroom, the first year being the most risky. Teachers who survive the early period are likely to continue to teach for many more years.' According to Chester & Beaudin (1996), teachers' self-efficacy beliefs and attitudes toward teaching change during the course of their first year of teaching (Bullough, 1989; Corcoran, 1981; Day, 1959; Gaede, 1978; Hogben & Petty, 1979; Kuhlman & Hoy, 1974; Ligana, 1970; Wright & Tuska, 1968).²⁹⁴ However, limited research has been conducted to examine the factors that contribute to changes in the efficacy beliefs of teachers in urban assignments.²⁹⁵ Understanding the individual and institutional factors that enhance or diminish new teachers' self-efficacy in urban schools provides a foundation for examining how different teacher training programs enhance perceptions of efficacy and how these beliefs influence the success of the first year in the classroom.

Bandura (1997) proposes that efficacy beliefs are context-specific rather than generalized to any given situation, therefore, in a particular school environment a new teacher might feel efficacious but in other school settings, feel professionally incompetent or unprepared for the tasks expected of them. An example of this might be pre-service teachers who have had little experience in culturally and linguistically diverse educational environments. In schools that share characteristics of their own background (linguistically, culturally, ethnically), they might feel highly efficacious but in CLD schools might feel inefficacious. In teacher interviews that explored factors that may impede teachers' strong self-efficacy beliefs, Webb and Ashton (1987) found that teachers reported lower levels of

²⁹¹ Tschannen-Moran & Woolfolk Hoy (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. P. 946

²⁹² Tschannen-Moran, Woolfolk Hoy & Hoy (1998). Teacher Efficacy: Its Meaning and Measure. P. 211

²⁹³ Chester & Beaudin (1996). Efficacy Beliefs of Newly Hired Teachers in Urban Schools. P. 234

²⁹⁴ Chester & Beaudin (1996). Efficacy Beliefs of Newly Hired Teachers in Urban Schools. P. 234

²⁹⁵ Chester & Beaudin (1996). Efficacy Beliefs of Newly Hired Teachers in Urban Schools. P. 234

efficacy towards teaching non-academic classes than regular or honors classes.²⁹⁶

Research also indicates that teachers' sense of efficacy is higher in schools where the other teachers and administrators have high expectations for students.²⁹⁷ Urban or inner-city schools sometimes lack these conditions due to the challenging situation often found in many inner-city schools. Teachers' expectations of students was discussed in section one, but its importance cannot be emphasized enough in regards to the consequences it has on academic success and achievement of students. Optimistic teachers, who have high expectations for all students within their classrooms, are more likely to set higher goals, work harder, re-teach when necessary, and persist in the face of difficulties; important qualities for all teachers to have, especially new teachers as they learn the complex dynamics of the profession. Robinson (2007) in his examination of persistence in inner-city schools and ideology towards poverty states that efficacy is one of the most important ingredients in any teacher's job satisfaction (whether in a poor or middle-class school), and one of the hardest things to achieve (Lortie 1975, Raudenbush et al 1992).²⁹⁸ According to Robinson's research, structuralist teachers perceive themselves as more efficacious towards dealing with issues that inner-city teachers regularly confront, such as lack of parental involvement in the education process and poverty related problems, and feel a greater amount of professional satisfaction.²⁹⁹ Therefore, one may contemplate based on Robinson's research that teacher efficacy also correlates with one's personal ideology towards schooling and society and the foundations for social issues, such as racism, discrimination and poverty.

²⁹⁶ Tschannen-Moran & Woolfolk Hoy (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. P. 946

²⁹⁷ Woolfolk, Anita (2006). Educational Psychology 10th Edition. P. 334

²⁹⁸ Robinson (2007). Presence and Persistence: Poverty Ideology and Inner-city Teaching. P. 558

²⁹⁹ Robinson (2007). Presence and Persistence: Poverty Ideology and Inner-city Teaching. P. 558

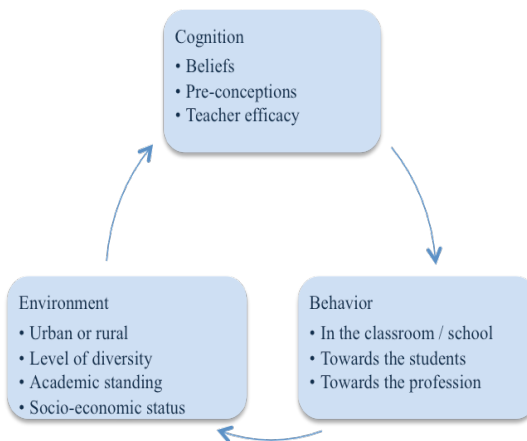
Table Fifteen: Overview of Effects of Teachers’ Perceived Efficacy

Efficacious Teachers:
<ul style="list-style-type: none"> • believe every child is able to be educated by utilizing the appropriate strategies, effort and through enlisting support from family and other external support groups • devote more classroom time to academic learning, rather than unacademic pastimes • provide students who face difficulties in learning with the guidance needed to succeed • support the development of their students’ intrinsic interests and academic self-directedness • understand the sociopolitical elements of schools and the importance of community and school partnerships • are able to deal better with the day to day stress of the profession and therefore, often commit longer to working as a teacher • are willing and able to implement innovative educational practices and policies • create a positive climate for learning using culturally relevant pedagogy

Summarized from Bandura (1994) *Self-Efficacy: The Exercise of Control*. P. 194-206

As discussed earlier, the Social Cognitive Theory suggests that behavior, cognitive and other personal factors, and the environment interact to influence each other through the process of *reciprocal determinism*, therefore, it is important to examine the reciprocal relationship between the school context, cognition (beliefs of the new teacher) and behavior to determine the influences of success for new teachers in urban schools.³⁰⁰

Diagram Eight: Bandura’s Construct of Reciprocal Determinism: Applied to the context of urban teaching



³⁰⁰ Tschannen-Moran, Woolfolk-Hoy, Hoy (1998). *Teacher Efficacy: Its Meaning and Measure*. P. 220

Bandura (1997), Tschannen-Moran and Woolfolk Hoy (2007) discuss how inefficacious teachers can result in low student efficacy, which may result in low student achievement. Bandura (1997) continues on to stress that when academic achievement is enhanced, levels of efficacy are enhanced; which in turn, enhances student motivation and achievement. This idea provides a strong rationale for attention to be given to explore how teacher efficacy is developed within teacher training programs. Due to the fact that efficacy beliefs are most solidified in the learning process³⁰¹ (or professional career), examining professional efficacy upon graduation of the teacher training program and within the framework of the first year in the profession becomes even more legitimized. Bandura (1997) claims that once efficacy beliefs are established, they become resistant to change. Teachers who start their careers with a low sense of efficacy will strive to find strategies to improve their sense of efficacy or leave the profession.³⁰²

If future research confirms that teachers' self-efficacy beliefs are most malleable early in learning and are resistant to change once set, then it would behoove teacher educators and school leaders to provide preservice and novice teachers the kind of support that would lead to the development of strong, resilient self-efficacy beliefs.³⁰³

Teacher training programs have a major role to play in the area of teacher efficacy, but in order for this to occur, teacher training programs must comprehend how one's perception of efficacy is strengthened and what can be done within the program to ensure this happens as new teachers are being trained to enter the profession. Whether through well planned and supervised field experiences, discussion of challenging case studies, or inventive uses of technology, pre-service teachers must be surrounded with real educational problems that can be analyzed and solved through an interdisciplinary knowledge-base of information.³⁰⁴ Training programs need to give pre-service teachers more opportunities for actual experiences to instruct children in a variety of contexts with increasing levels of complexity to provide mastery experiences, while receiving constructive feedback to evoke reflection and insight.³⁰⁵ They need to work with experienced urban teachers throughout the duration of their programs and through vicarious experience, learn how to deal with the daily challenges of the workings of an inner-city school. With the continual research on the construct of efficacy and its effect on the success of both teachers and students, the relevance of its inclusion within teacher training programs is increasing.

³⁰¹ Tschannen-Moran & Woolfolk Hoy (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. P. 947

³⁰² Tschannen-Moran & Woolfolk Hoy (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. P. 952

³⁰³ Tschannen-Moran & Woolfolk Hoy (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. P. 955

³⁰⁴ Shaughnessy (2004). An Interview With Anita Woolfolk: The Educational Psychology of Teacher Efficacy P.163

³⁰⁵ Tschannen-Moran, Woolfolk Hoy & Hoy (1998). Teacher Efficacy: Its meaning and Measure. P. 221

Teaching in urban schools is a demanding and complex profession, especially for novice teachers lacking mastery experiences to develop a solid foundation for high levels of efficacy. With this in mind, teacher training programs should work to ensure that pre-service teachers enter the profession with the skills and academic knowledge, as well as the types of experiences that establish and strengthen efficacy in those needed for working in urban classrooms.

8.3 Exploring the Perception of Efficacy of Candidates Upon Completion of Teacher Training Courses at the FU Berlin and OISE

The perception of efficacy of pre-service teachers initiating their teaching careers in urban areas is a focal area of this dissertation. On-line questionnaires are utilized to explore pre-service teachers' perception of efficacy towards teaching in an urban school upon completion of their course requirements for graduation and twelve months afterwards, and are used to provide insight into the professional transition from the university classroom to the profession of teaching.

8.3.1 Candidate Selection

All of the candidates who participated in the survey did so voluntarily. A list of candidates who had completed their academic course requirements at the Freie Universität Berlin and were eligible to write their First State exam prior to September 2009 was obtained from the university. At this time, the FU Berlin did not have a group of students who had progressed collectively through the training program and were ready to graduate together as a unified cohort. The length of time for individual students to complete the course requirements varied, which complicates finding a group of students at the same stage of the process; therefore, the completion of the mandatory course requirements and eligibility for the First State exam were used as the fundamental qualifications for applicants at the FU Berlin to participate in the research.

An information email was sent to all eligible candidates informing them of the purpose of the study and asking if they would be interested in participating. Upon agreement, the link to the first on-line

questionnaire was emailed to twelve candidates in April 2008. Ten candidates participated in the study and completed the on-line questionnaire.

The cohort focused on inner city education within the secondary teacher training program at OISE was implemented in 2007, therefore, the candidates who participated in the research were the first group to complete the one year program in this focal area. Due to the length and structure of the program, the issue of finding students graduating within different time frames was alleviated.

While in Toronto, two classes were visited and the purpose of the research explained. Any student who was interested in participating in the research provided their email address. Nineteen candidates signed up to participate and the questionnaire was emailed to these students in April 2008. Ten candidates participated in the research by completing the initial on-line questionnaire.

The second on-line questionnaire was sent to the twenty participating candidates twelve months after the completion of the first survey (April 2009). 100% of the candidates from the FU Berlin (a total of ten out of ten) completed the second questionnaire. 80% of the candidates from OISE (a total of eight out of ten) completed the second questionnaire.

8.3.2 The On-Line Questionnaire

An on-line questionnaire was chosen as the method of qualitative research for various reasons. The survey was written in English and translated into German for the candidates in Berlin. The purpose of the initial survey was to obtain information from the graduates on their perspectives of their perception of professional efficacy upon completion towards teaching in an urban classroom, their perspectives on the applicability of their courses in relation to teaching in such environments, and on the training process itself. This survey was to provide a framework to examine the transition from the university classroom to the teaching profession, and whether students felt their teacher training programs effectively prepared them for the reality of the profession. The on-line questionnaire eliminated geographical challenges related to the study and lessened linguistic issues because both groups of candidates were able to respond in their own languages. By devising a survey that was easily accessible on-line and not too time consuming, the likelihood for candidate participation was

increased. The survey was composed of both short and extended responses, which provided information for brief personal profiles to be developed of the different candidates, but also allowed candidates to express their own perspectives on key issues relating to their training process and the profession of teaching in extended form. The second questionnaire was composed of a series of extended response questions where candidates were able to write their perspectives on their own experiences and articulate their views on the process of teacher training. The responses written by German candidates were translated professionally from German to English for analysis. The original data was used as a comparative tool with the candidates' extended responses twelve months later to reveal features of their personal journeys from the university. Individualized case studies were developed based on the combination of both sets of data, as well as graphs created exploring the whole group perspectives on efficacy and the process of teacher training.

8.3.3. Candidate Demographics

The candidate groups from the two programs were quite different and it is interesting to compare the demographics of those entering the profession of teaching in their respective cities. The personal profile questions at the initial section of the first questionnaire were used to create a basic profile of each candidate, taking into consideration the research that has been done on diversity in the teaching workforce and to further explore whether features of one's personal identity are perceived as influential factors in their perception of efficacy towards teaching in an urban classroom.

In Berlin, all of the candidates who participated in the study were female. This was not the case in Toronto where 50% of the respondents were male, 50% female.

In Berlin, 90% of the candidates were between the ages of 25-29, and 10% fell into the age range below, between the ages of 20-24. In Toronto, the candidates' range was more varied. 50% of the participants were between the ages of 20-24, 30% were between the ages of 25-29, 10% 30-24, and 10% over the age of 35.

In Berlin, only one candidate responded that they self-identify with a racial / ethnic group, which was listed as ‘White European’; whereas, 70% of OISE candidates self-identified with a racial / ethnic group. The groups that were listed were: Back-West Indian; White Italian Canadian; Chinese; Chinese-Canadian; Dutch-Scottish-First Nations; Greek; and Caucasian. Of these candidates, all but one felt that their racial / ethnic background influenced their perception of their role as an educator. Candidates’ responses articulating how their racial / ethnic backgrounds influences their perception of being an educator also varied in the different cities. According to the OISE candidates, self-identifying with a racial / ethnic group influenced various components of being an educator; some of the responses included: being a role model for minority students; personally understanding the dynamics of racism; believing their personal identity shapes their identity as a teacher; and being able to question the dominant culture and dominant views. The person who responded that they felt that their ethnic / racial background does not affect their perception of being an educator justified this by stating that due to the fact that Toronto is so multicultural, identifying with a minority racial / ethnic group is ‘normal.’

50% of candidates from the FU Berlin self-identified with a religious group; Evangelical, Evangelical Lutheran, two Protestant, and one as unlisted. 50% of the candidates from OISE self-identified with a religious group; they were: Catholic, Christian, Greek Orthodox, and one as unlisted. 100% of the Berlin candidates were German citizens and 100% identified German as their mother tongue. 100% of the Toronto candidates were Canadian citizens as well; 80% identified English as their mother tongue. The other candidates’ native languages were French and Chinese. 50% of the candidates in Berlin grew up in an environment that they feel reflects diversity of experiences, ethnic groups, and beliefs. This number was slightly higher in Toronto with 60%.

The question of being raised in an urban or rural space was asked to explore the candidates’ familiarity with urban schools, diversity within urban settings, and the complexities that are often unique to metropolitan areas. In Berlin, 60% of the candidates grew up in an urban environment and in Toronto, 80%. At the FU Berlin, those who did not grow up in an urban setting had lived in the city between four and nine years; whereas the 20% who were not raised in an urban environment from OISE, have lived in Toronto for one to three years (10%) and four to six years (10%). This length of time may correspond to the length of the teacher training process – being a one year teacher education program succeeding an undergraduate degree in their specialization area. This is not the same as in Berlin,

where 90% of candidates responded that their teacher training process took over 5 years to complete, and 10% completed their academic course requirements in 4-5 years.

20% of the candidates from the FU Berlin considered their current neighborhood to be a middle to high income neighborhood; 30% responded their neighborhood as middle income; 10% as middle to low income; and the remaining 40% live in what they consider to be low income neighborhoods. These results differed from the candidates from OISE where 70% identified their current neighborhood as middle income; 20% as middle to high income; 30% as middle to low income; and 10% as low income. The questions relating to the socio-economic status of a candidate's neighborhood and the level of diversity within their current neighborhood were based solely on the candidates' perception and personal interpretation of what constitutes high, middle and low income and what represents very ethnically diverse or not ethnically diverse. The candidates' perception is what is of interest in this case, for it is also their *perception* of efficacy upon graduation that is under examination.

In response to the perception of diversity in one's current neighborhood, 40% of candidates in Berlin responded that their neighborhood is very ethnically diverse; 40% considered it ethnically diverse; and 20% feel it is not ethnically diverse. 30% of candidates in Toronto said that their neighborhood was very ethnically diverse and 70% responded felt their current neighborhood was ethnically diverse.

The open-ended question inquiring why candidates chose the profession of teaching as their career path produced a variety of responses. The motivation behind the career choice is of interest in this dissertation due to the research on urban teaching and teacher ideology, awareness of social justice and societal issues, motivation and efficacy. The responses of the candidates from Toronto centered around: the enjoyment of working with young people (2); the enjoyment of being a facilitator and an agent for youth empowerment (3); the desire to act as an agent of social change (1); wanting to become a teacher due to their interest in their field of expertise (subject matter) (1). The candidates from the FU Berlin responded that they became teachers because of: the enjoyment of working with youth (4); having negative experiences in lessons in their own classes and they desired to change the way the class is taught (1); thinking the profession will bring fulfillment (1); wanting to transmit enthusiasm for learning, influence of ideas and perspective and positive values to the next generation (4); the desire to

study education in combination in the field of expertise (2); and wanting a secure job / income (3). Two candidates stated they no longer want to become teachers.

8.3.4 Profile Overviews of the Candidates

The first on-line questionnaire provided data for the development of candidate profiles. These profiles depict personal information about the different candidates (age, sex, ethnic background, religious affiliation etc.), as well as their views on teaching, efficacy, and reflections on their teacher training program upon completion of their courses. The candidate profiles are divided by candidate groups: the FU Berlin candidates listed as B.1 to B.10 and the OISE candidates listed as T.1 to T.10. Candidates are referred to with these codes in order for the candidates to remain anonymous. The chapters subsequent to the profiles provide a graphical analysis of the data and an overview of the findings.

8.3.5 Perception of Expectancy and Efficacy

Section three of the on-line questionnaire focuses on the perception of expectancy and the concept of self-efficacy. The research for this section derives from work done over the span of four decades on teacher efficacy and the emphasis on expectancy theories on behavior. Psychologists have looked extensively into the role of expectancy on motivation and behavior in certain situations and have found that behavior is shaped by one's expectancy that outcomes are determined by either external factors or one's own actions.³⁰⁶ This idea is very much worth touching on in this research due to the perceived correlation between one's expectancy beliefs and the likelihood of success for pre-service teachers entering the challenging environment of teaching in urban settings. According to Bandura (1994), people who believe that outcomes are determined by their own behavior are more likely to be active in such situations than those who perceive outcomes as beyond their control; those who strive to change established environments (such as schools) require personal efficacy in order to struggle in the face of uncertainty and social resistance.³⁰⁷

³⁰⁶ Bandura, Albert (1994). *Self-Efficacy: The Exercise of Control*. P. 15

³⁰⁷ Bandura, Albert (1994). *Self-Efficacy: The Exercise of Control*. P. 24

Numerous studies, such as the RAND studies initiated in the 1970's, have utilized a series of questions to measure teacher efficacy and explore the correlation between teacher efficacy and various factors relating to performance levels in schools, stress of teachers, and persistence in the field. The third section of the on-line survey was included to explore the notion of external verses internal perspectives of control.³⁰⁸ The questions in section three are based on a series of studies on teacher efficacy. Although the RAND study (1976) was one of the initial explorations into teacher efficacy using a series of questions that candidates agreed or disagreed with in a Likert scale format, many modifications to the original survey have taken place since it was administered. Some examples have been: Rose and Medway's *Locus of Control* (1981); Guskey (1981); the Webb Efficacy Scale (1982); Gibson and Dembo's *Teacher Efficacy Scale* (1984); Riggs and Enochs' *Science Teaching Efficacy Beliefs Instrument* (1990); Greenwood, Olejnik, and Parkay (1990); and Hoy and Woolfolk's *Teacher Efficacy Scale* (1993). And as discussed previously, Albert Bandura's has utilized a similar methodology in his exploration of teacher efficacy for many years. A slightly modified version of Hoy and Woolfolk's ten question *Teacher Efficacy Scale or TES* (1993) was utilized in section three exploring the concept of teacher efficacy and 'locus of control.' Hoy and Woolfolk's TES (1993) encompassed questions covering both personal teaching efficacy (PTE) and general teaching efficacy (GTE). They predicated that candidates who score high on both GTE and PTE would be more successful in the classroom (persist longer, provide better academic results in students etc.) whereas candidates who scored low on GTE and PTE would be less successful.³⁰⁹ This area of the research done on teacher efficacy was the basis for the inclusion of this section of the on-line questionnaire.

This section of the on-line questionnaire proposed a series of statements and candidates answered whether they: strongly agree, moderately agree, agree more than disagree, moderately disagree, or strongly disagree.³¹⁰ The first question addressed the issue of locus of control and whether learning is primarily influenced by a student's background. 80% of the students from OISE and 60% of students from the FU Berlin disagreed with the statement, indicating the majority of both groups feel academic achievement is not tied to factors relating to family background. The second question regarding discipline at home evoked a different perspective. 60% of OISE students disagreed with the statement that if students aren't disciplined at home, they aren't likely to accept discipline at school; whereas

³⁰⁸ Term derived from Rotter's text (1966) Generalized Expectancies for Internal Verses External Control of Reinforcement'

³⁰⁹ Tschannen-Moran, Woolfolk-Hoy, Hoy (1998) Teacher Efficacy: Its Meaning and Measure. P. 213

³¹⁰ Categories derived from work done by Hoy and Woolfolk's Teacher Efficacy Scale / TES (1993)

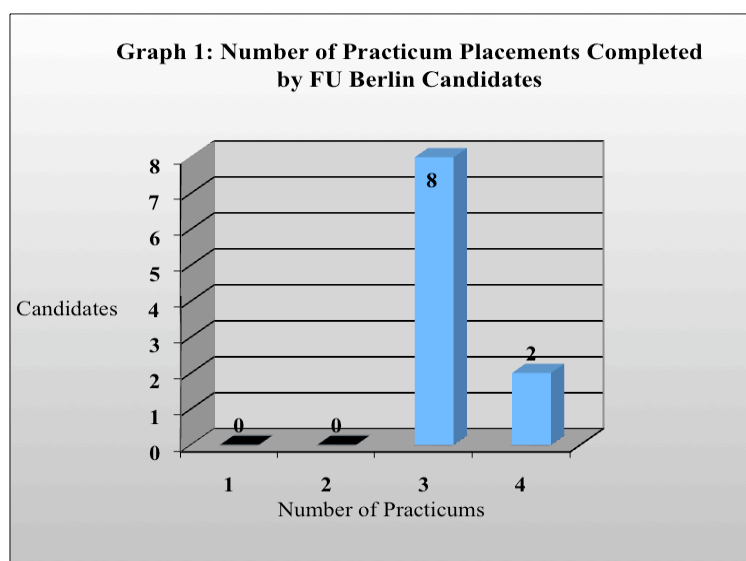
30% of the FU Berlin candidates disagreed with this statement. This trend reappears when 60% of the FU Berlin candidates agree that teachers are limited to what they can achieve due to the fact that the home environment has a larger influence on achievement. This contrasts OISE candidates where 80% disagree with this statement. The perception that the home environment limits the teachers' ability to influence academic achievement in particular students takes ownership away from the teacher to produce successful outcomes through factors relating to the home environment. Encouragingly, 60% of both OISE and FU Berlin candidates agreed that 'if they try hard, they can get through to the most difficult or unmotivated students.' This, as well as the final question (that a student's motivation and performance depends on their home environment and therefore, is beyond the control of the teacher) correlates to the pre-service teachers' perception of teacher efficacy. 100% OISE candidates disagreed (70% strongly disagreed) with this statement, whereas 60% of the FU Berlin candidates disagreed and 40% agreed.

This series of questions imply that many of the graduates from both the FU Berlin and OISE feel as though student academic achievement may be hindered from challenging factors from the home environment, but this is not debilitating academic achievement. The majority of the pre-service teachers from both university programs believe that the school environment and teachers are major factors contributing to academic outcomes and success, although the responses from the OISE candidates are more unanimous strongly disagreeing with most of the statements which indicate that family background, parents, and the home environment outweigh their own ability to achieve academic success in all students. According to Bandura (1994), candidates who believe that outcomes are determined by factors beyond their control (home, parents, family background etc.) may be less efficacious at the initiation of their journey into the profession of teaching. Whereas, new teachers who believe that students' academic outcomes are determined by their own actions, behavior and professionalism as future teachers probably feel, according to Bandura, much more efficacious towards the teaching environment and therefore, more equipped for the challenges of the profession that lie ahead.

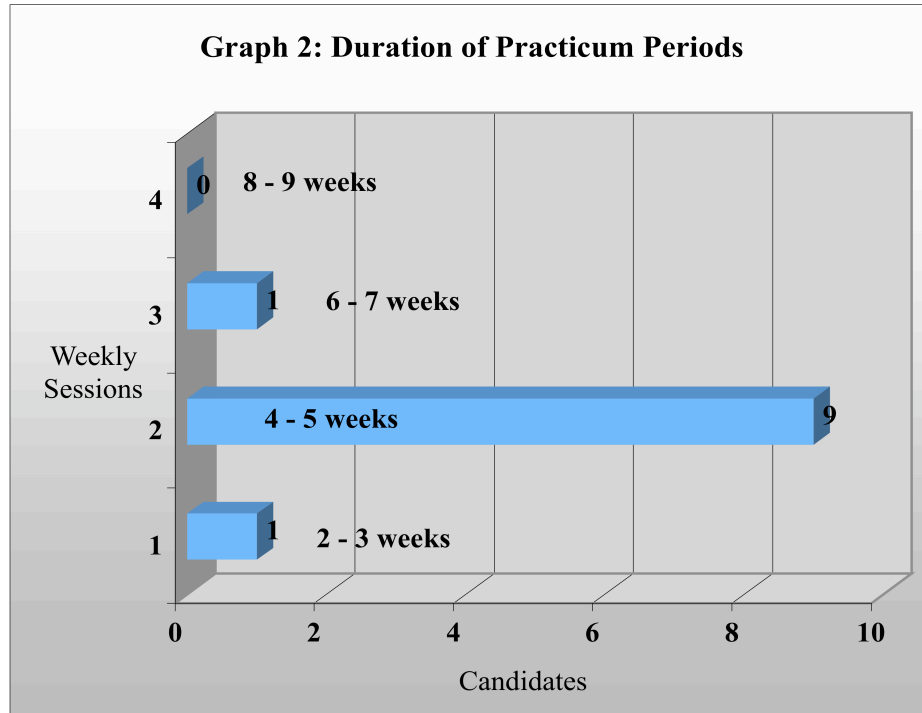
9. The Perception of Efficacy of Pre-Service Teachers Upon Completion of their Teacher Training Courses

The following chapter depicts the responses of the candidates from Berlin and Toronto upon completion of their teacher training courses. The initial fifteen graphs (blue) explore how the Berlin candidates feel about various elements relating to intercultural and urban education, and how efficacious they feel about teaching in the an urban classroom. The subsequent fifteen graphs (yellow) convey the data from the candidates from Toronto and how they feel about the same issues upon completion of their teacher training courses.

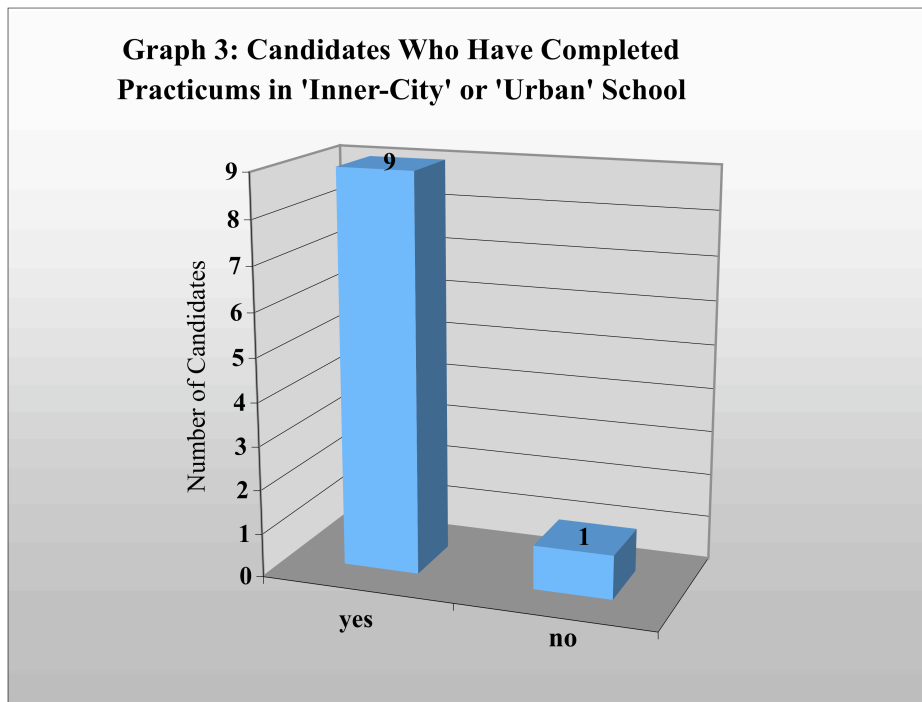
9.1 Candidates' Perception of Efficacy upon Completion of the Mandatory Course Requirements from the Freie Universität Berlin (FU Berlin)



Most of the candidates at the FU Berlin completed three practicum placements during their training program, with two candidates having completed four. The duration of each practicum averaged four to five weeks.

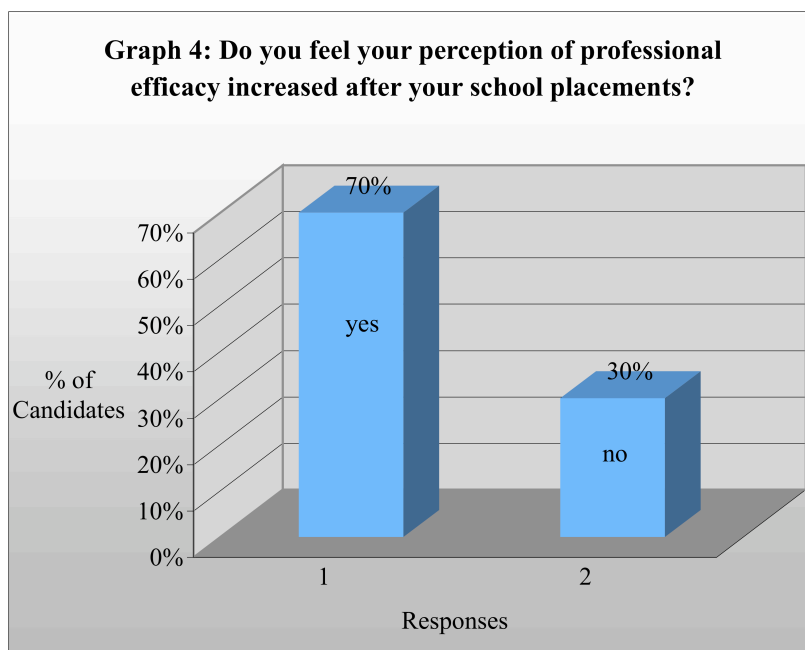


Graph 3 reveals that the majority of candidates from the FU Berlin's teacher training program were exposed to an urban classroom through their school placements.

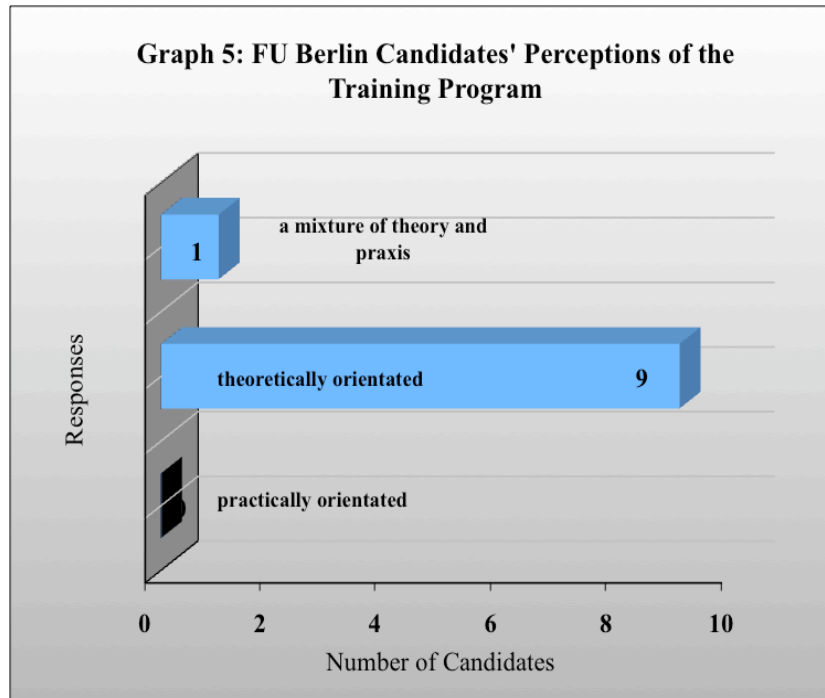


Nine of the ten candidates from the FU Berlin completed at least one of their placements in a school they considered ‘inner-city’ or ‘urban’. This is a positive statistic, for it is such exposure that allows students to move beyond the university environment and experience the realities of urban schools and experience teaching through practice. It is in their practicum placements where students are able to apply what they have been taught and experience first-hand the bridge between theory and praxis.

Graph 4 depicts candidates’ perception of efficacy after completing their school placements. It is interesting to note that 70% of candidates felt an increase in professional efficacy after completing school placements; 30% of the candidates did not. Positive experiences early in one’s career are often a major factor in one’s perception of professional efficacy. School placements are often reassuring and positive experiences when successful, but can also be extremely stressful and discouraging for students who are unable to master the complex task of classroom teaching.

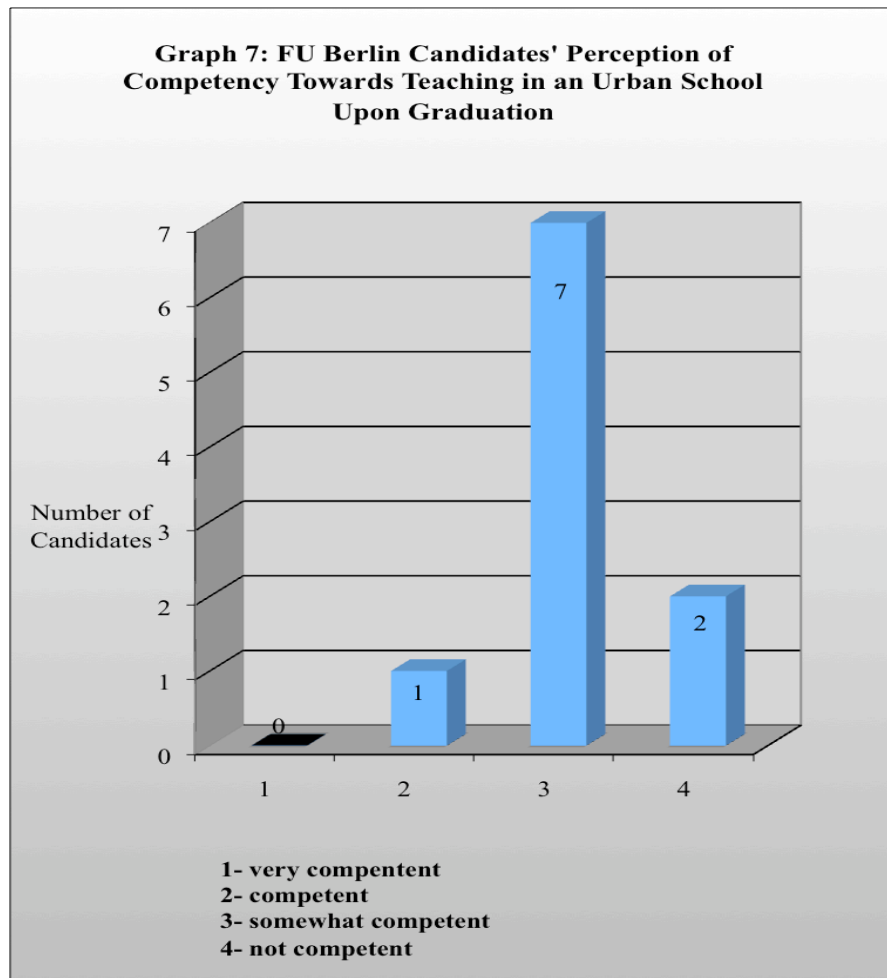
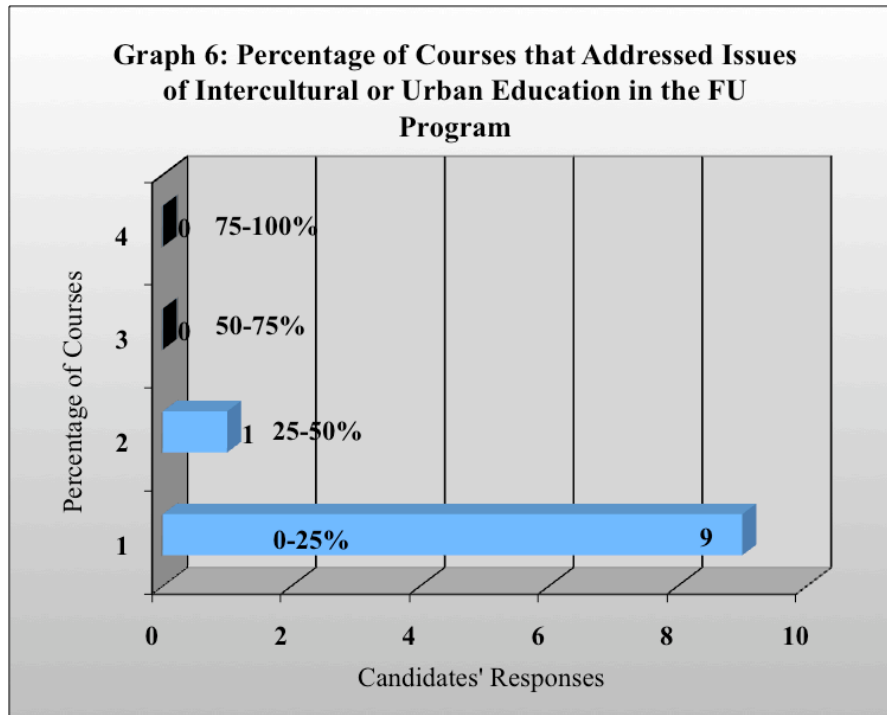


Graph 5 (below) conveys candidates’ from the FU Berlin’s perception of the structure of the training program. Contemporary training programs or urban education training programs are distancing themselves from theoretically-based programs and are focusing more on practical classroom-based experiences, supported by theoretical knowledge.



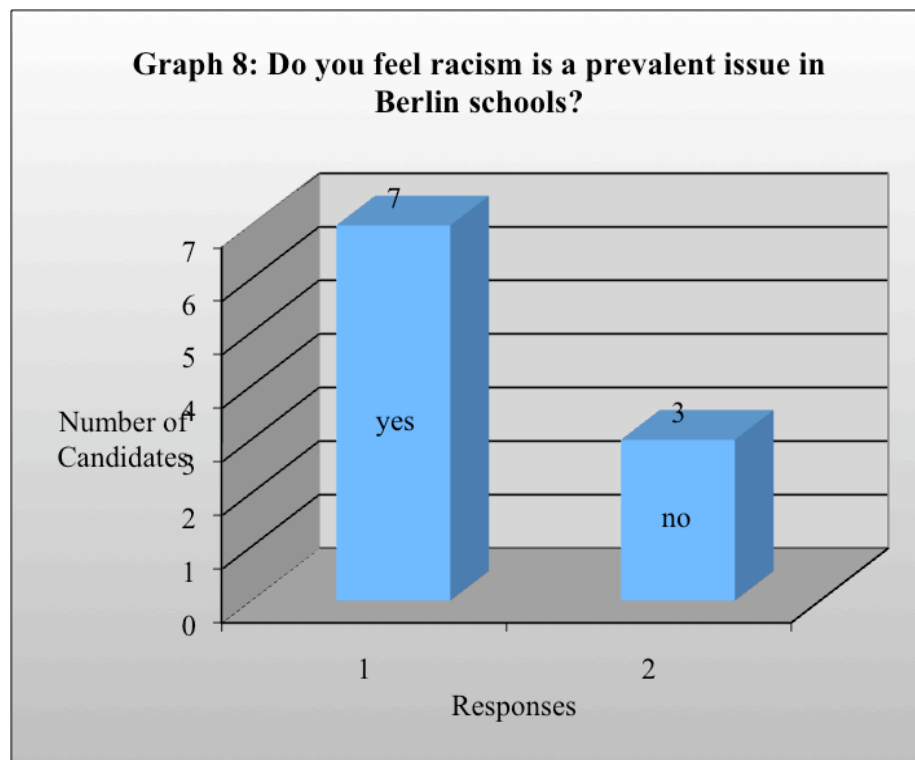
As depicted in graph 5, nine of the ten candidates feel that their training program was theoretically based, and one candidate thought it was a mixture of theory and praxis.

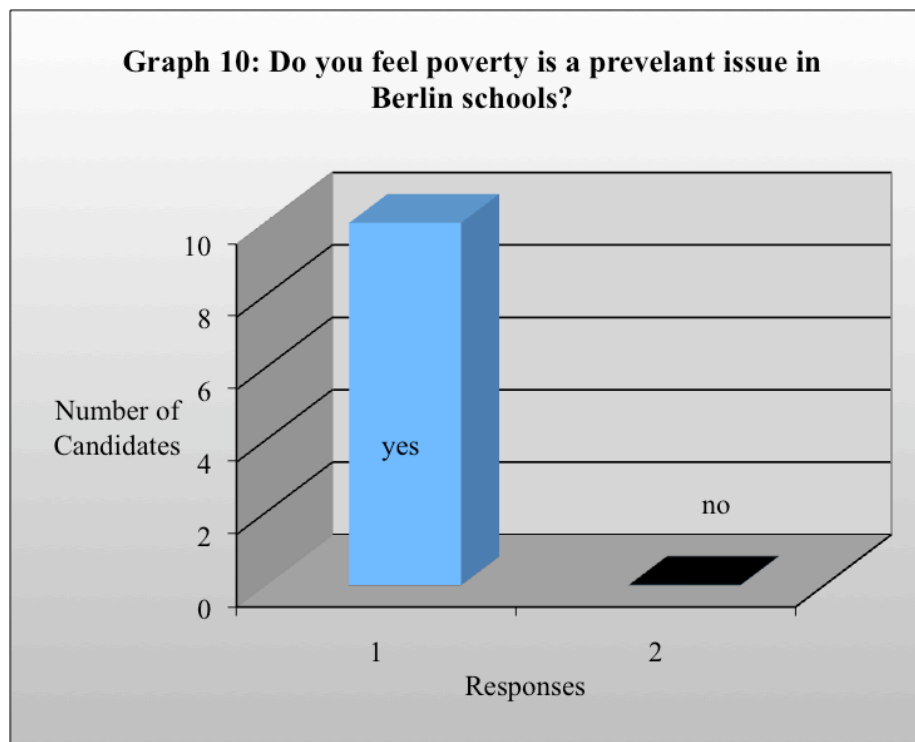
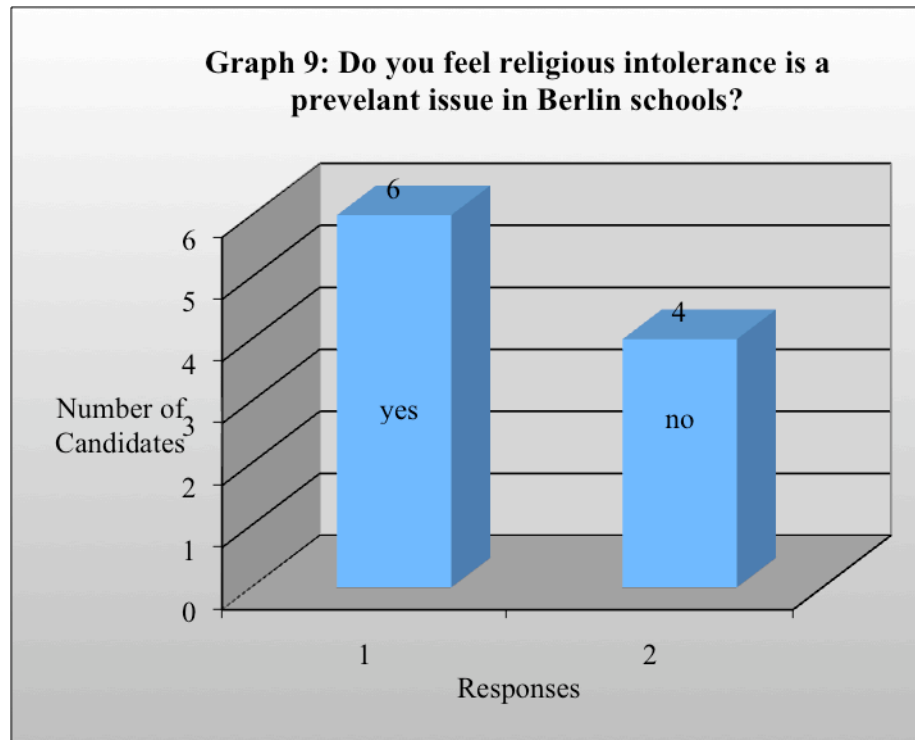
The amount of courses taken by candidates that addressed issues of intercultural or urban education was minimal. Graph 6 reveals that nine candidates from the FU Berlin estimated that 0-25% of their total courses addressed such issues; one candidate felt the percentage was 25-50%. Interdisciplinary correlations of dominant issues relating to intercultural or urban education might not have occurred or was not considered in the candidates' responses.



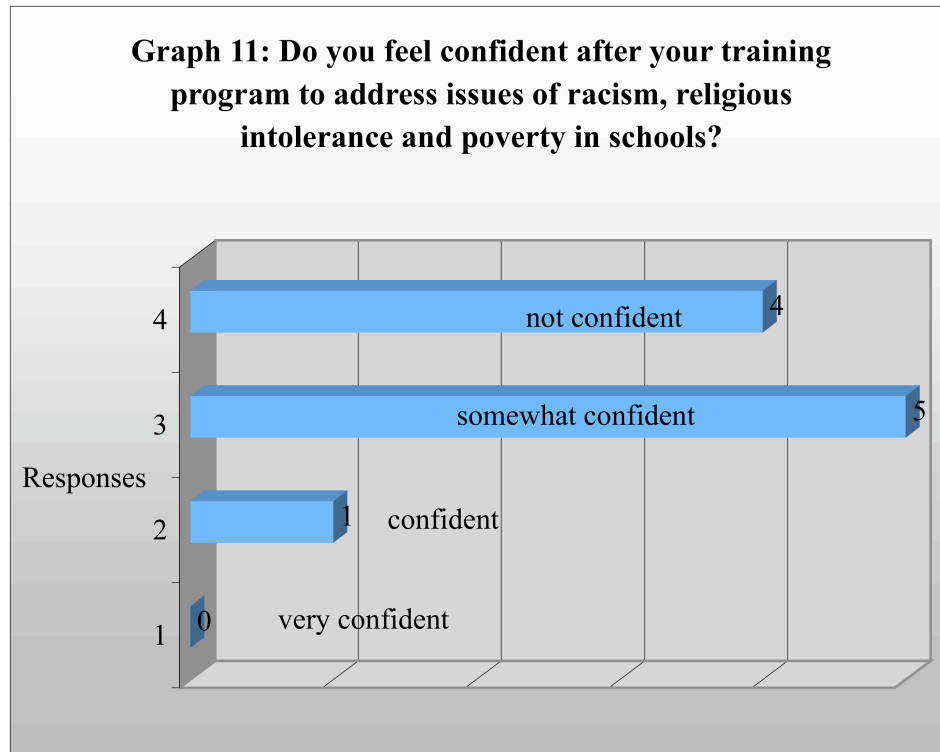
Graph 7 depicts candidates' perception of competency upon graduation towards working in an urban school. Only one candidate feels competent in working in an urban school; the majority felt somewhat competent; and two candidates out of ten did not feel competent at all.

The next three graphs address candidates' perception of the prevalence of racism, religious discrimination and poverty in Berlin's schools. 70% of candidates felt that racism is prevalent in Berlin's schools, which exceeds the number of candidates who felt religious discrimination is prevalent. All candidates believed that poverty is a prevalent issue in Berlin's schools.

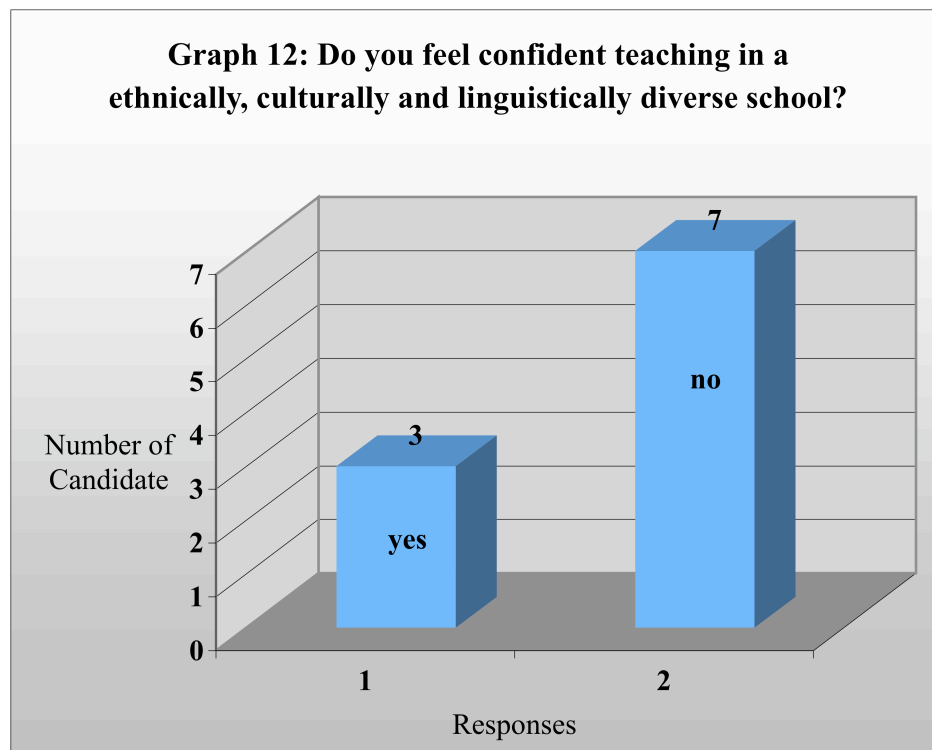




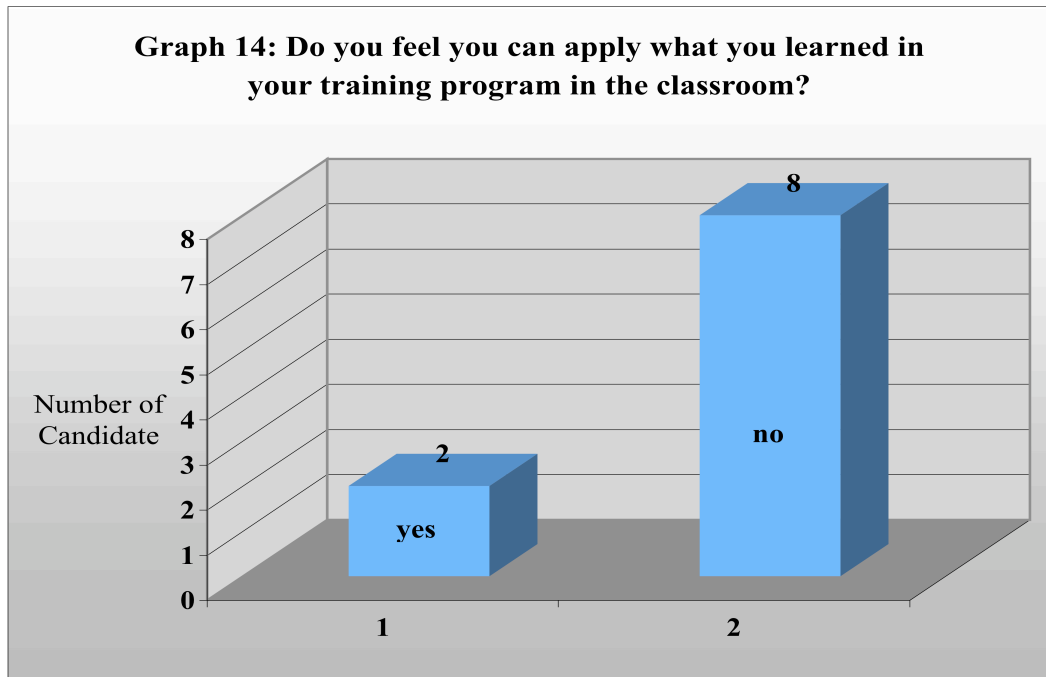
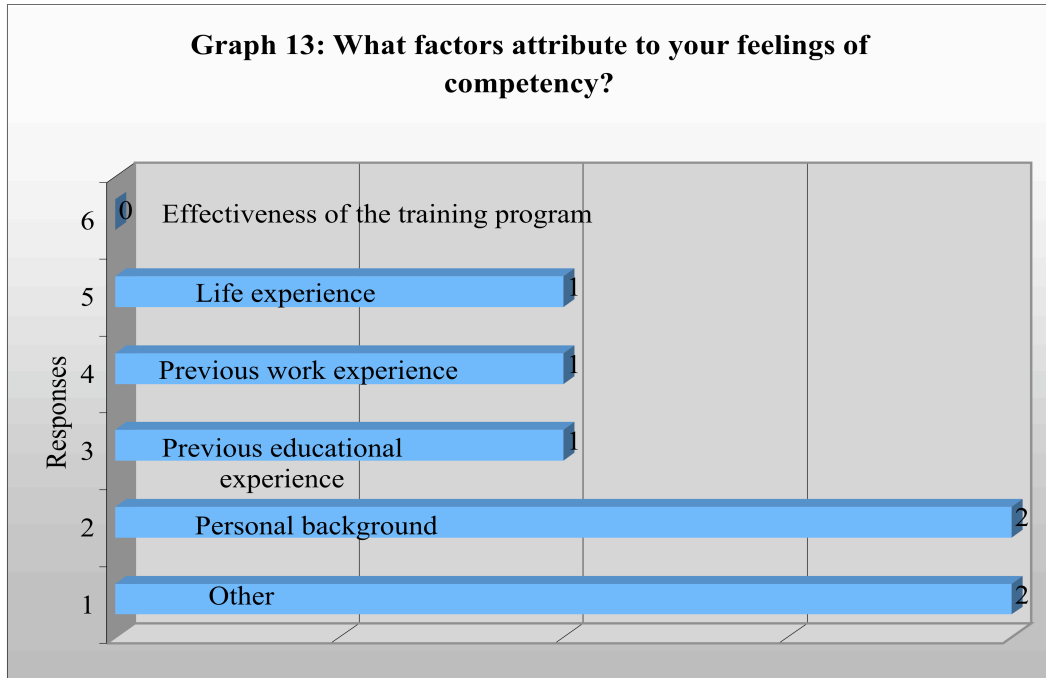
Although candidates' recognized that all three issues existed in contemporary schools in Berlin, the skills to effectively address such issues was not seen as something that was obtained through the teacher training program.



Only one candidate felt confident in approaching issues of racism, religious intolerance and poverty in the classroom after completing their teacher training program. Five candidates felt somewhat confident and four candidates stated they were not confident in addressing such issues. This is reiterated in graph 12, which examines the candidates' confidence in teaching in ethnically, culturally and linguistically diverse schools. 70% of candidates said they do not feel confident teaching in such an environment.

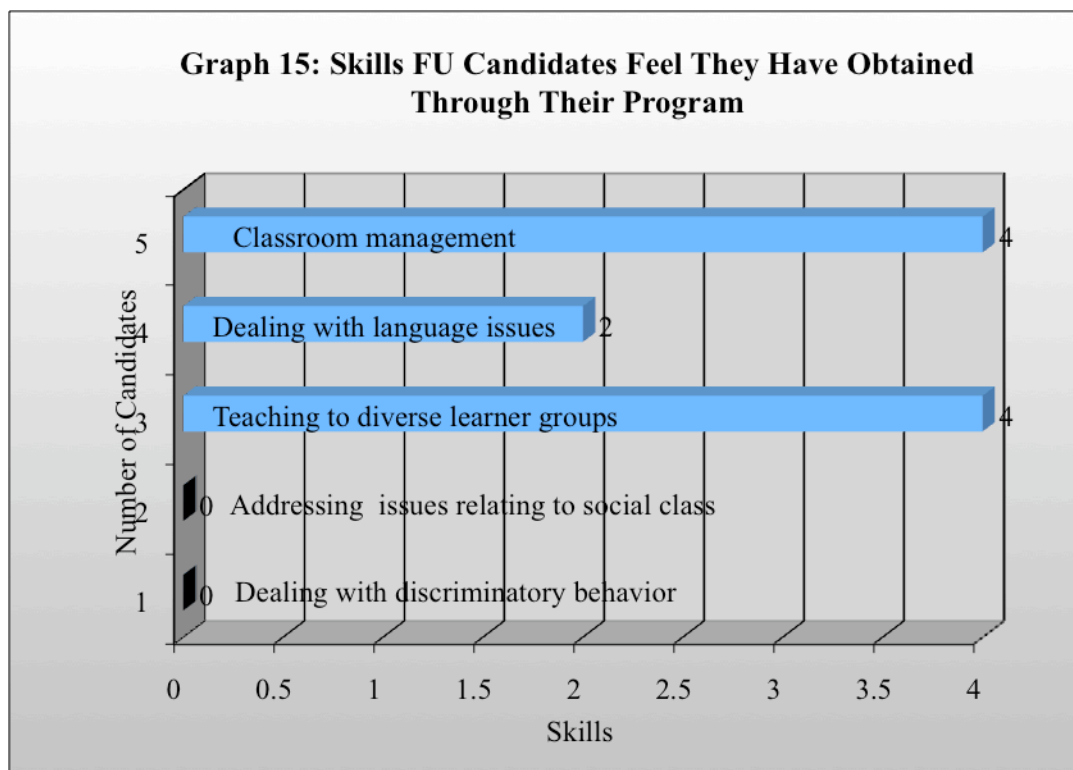


With such a high percentage of students stating that they were not confident in teaching in ethnically, culturally and linguistically diverse schools, it is interesting to then examine what attributes to the feelings of competency for those who are confident in teaching in such environments. This is depicted on Graph 13, where candidates were able to choose whether it was the: the effectiveness of their training program, life experience, previous work experience, previous educational experience, personal background, or another factor not listed that contributed to their perception of competency. None of the candidates felt that the effectiveness of their training program contributed to their feelings of competency; one candidate felt that life experience was a influential factor; one candidate believed it was previous work experience; one candidate attributed it to previous educational experience; two candidates felt personal background was a contributing factor; and two candidates felt it was something that was unlisted.

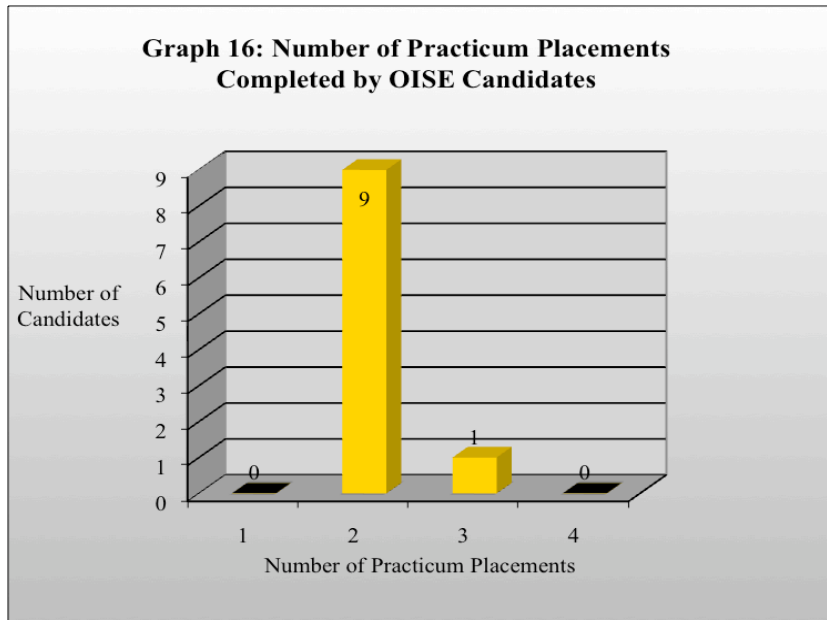


The majority of candidates from the FU Berlin felt that the knowledge they had obtained through their training program could not be applied to the classroom environment. This might reflect on the candidates' perception of the theoretically-orientated structure of the program. Programs based more in

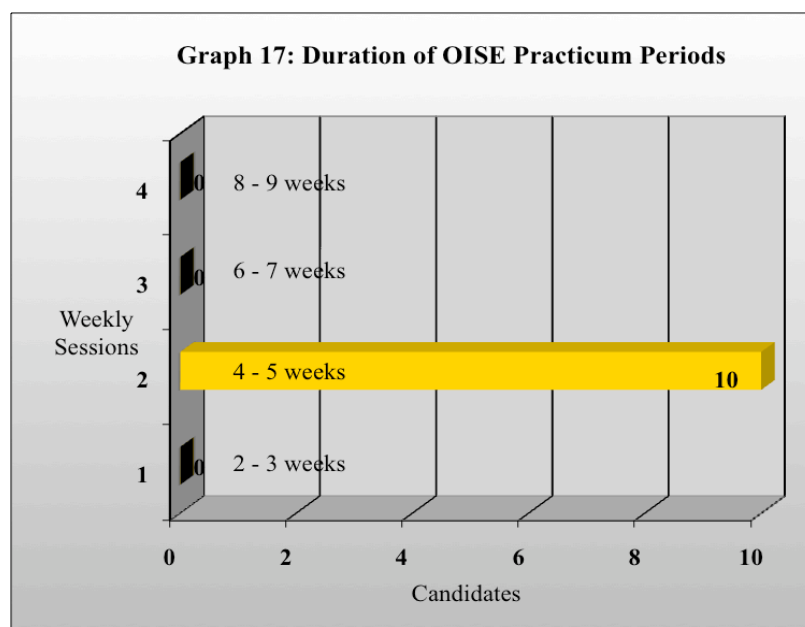
practical knowledge and skills may be seen as more applicable to the every day workings of the classroom environment. Despite the fact that the majority of students did not feel they could apply their knowledge in the classroom, graph 15 depicts the type of knowledge that candidates' feel they have attained over the duration of their training program. Four candidates felt they have obtained classroom management skills and the ability to teach to diverse learner groups and two candidates felt they have obtained the skills to deal with language issues. None of the ten candidates believed they had learned skills to address issues relating to social class or discriminatory behavior. This is unfortunate due to the fact that the majority of candidates recognized that both of these issues were prevalent in Berlin schools.



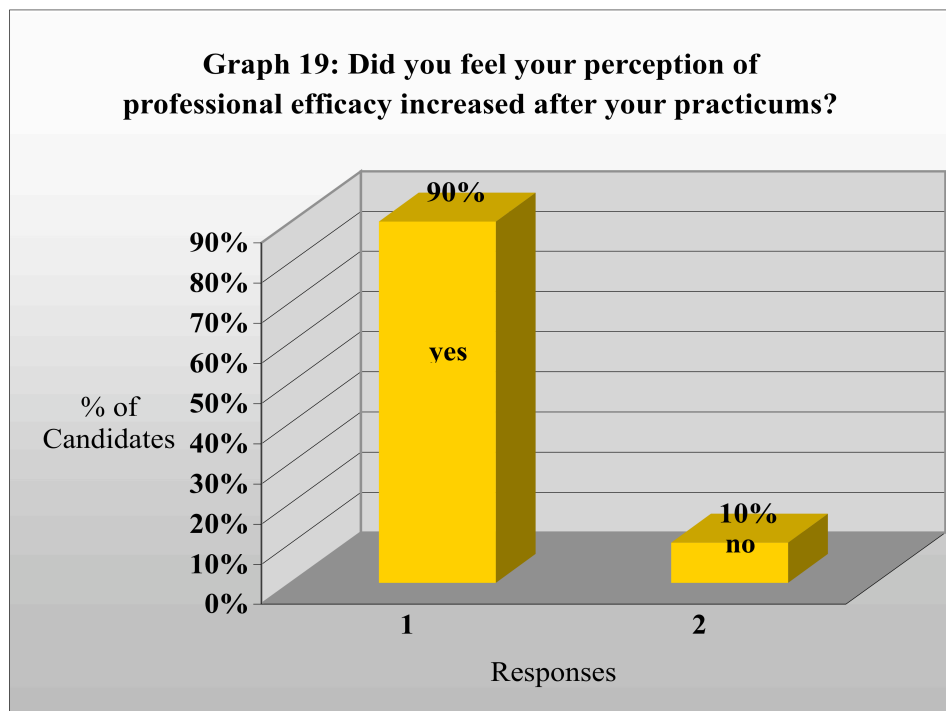
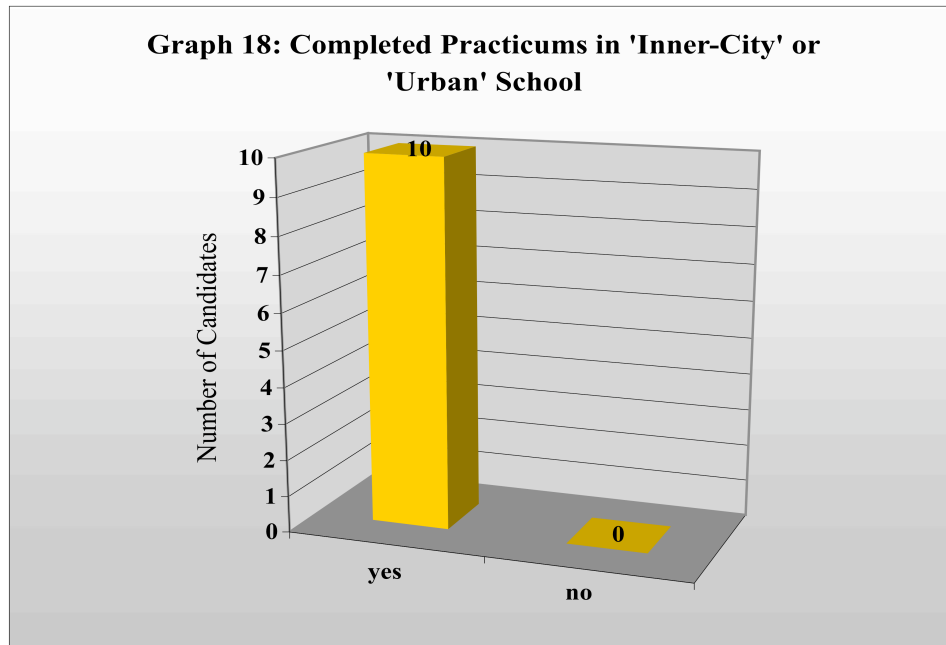
9.2 Candidates' Perception of Efficacy upon Completion of the Mandatory Course Requirements from the Ontario Institute for Studies in Education (OISE)



Nine of the ten candidates from OISE completed two practicum placements during their training program; one candidate completed three practicum placements. The duration of each practicum averaged at four to five weeks for all the OISE students.

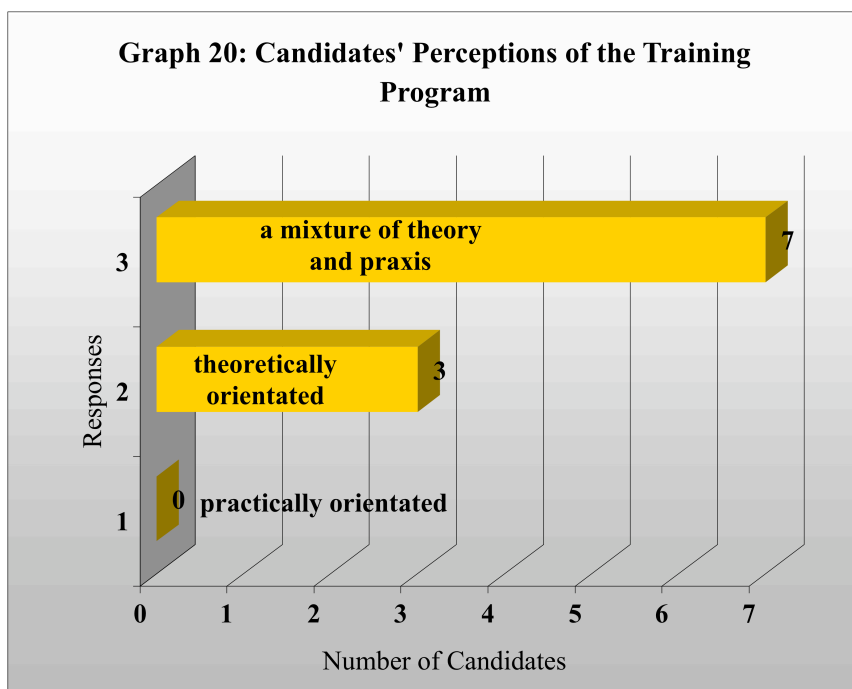


All of the ten candidates in Toronto completed at least one of their placements in a school they considered 'inner-city' or 'urban'. This is an important component of an urban education program - ensuring exposure and practical experiences in urban schools.

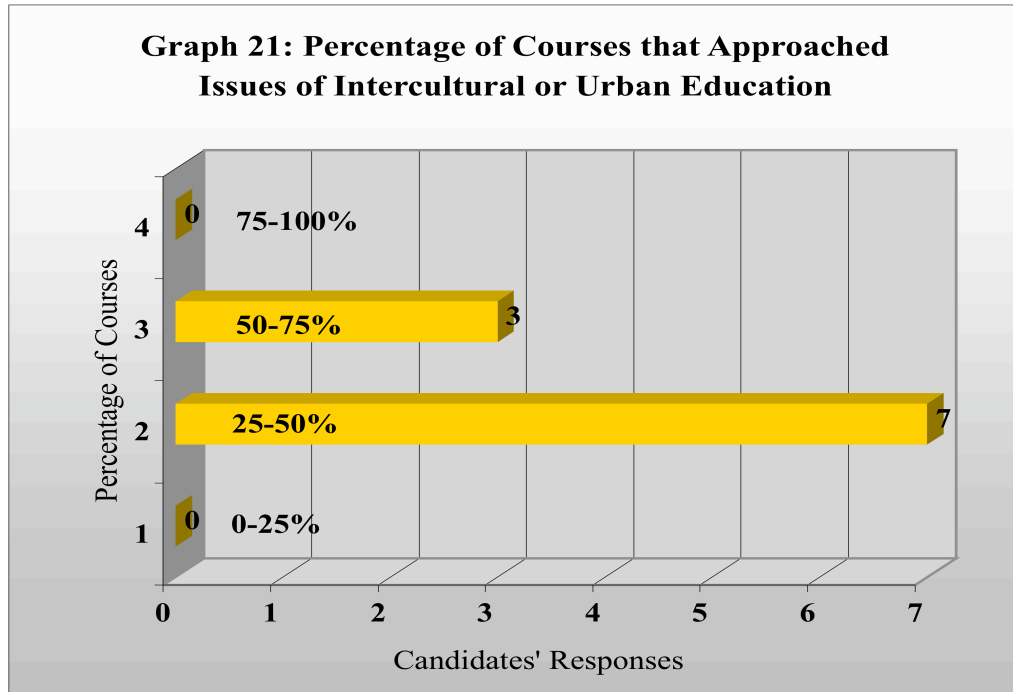


Graph 19 conveys OISE candidates' perception of professional efficacy after completing their school placements. 90% of candidates felt an increase in professional efficacy after completing school placements; 10% of the candidates did not. As mentioned in the previous chapter, it is these positive experiences early in one's career that can impact one's perception of career choice and their perception of efficacy towards the contemporary teaching profession.

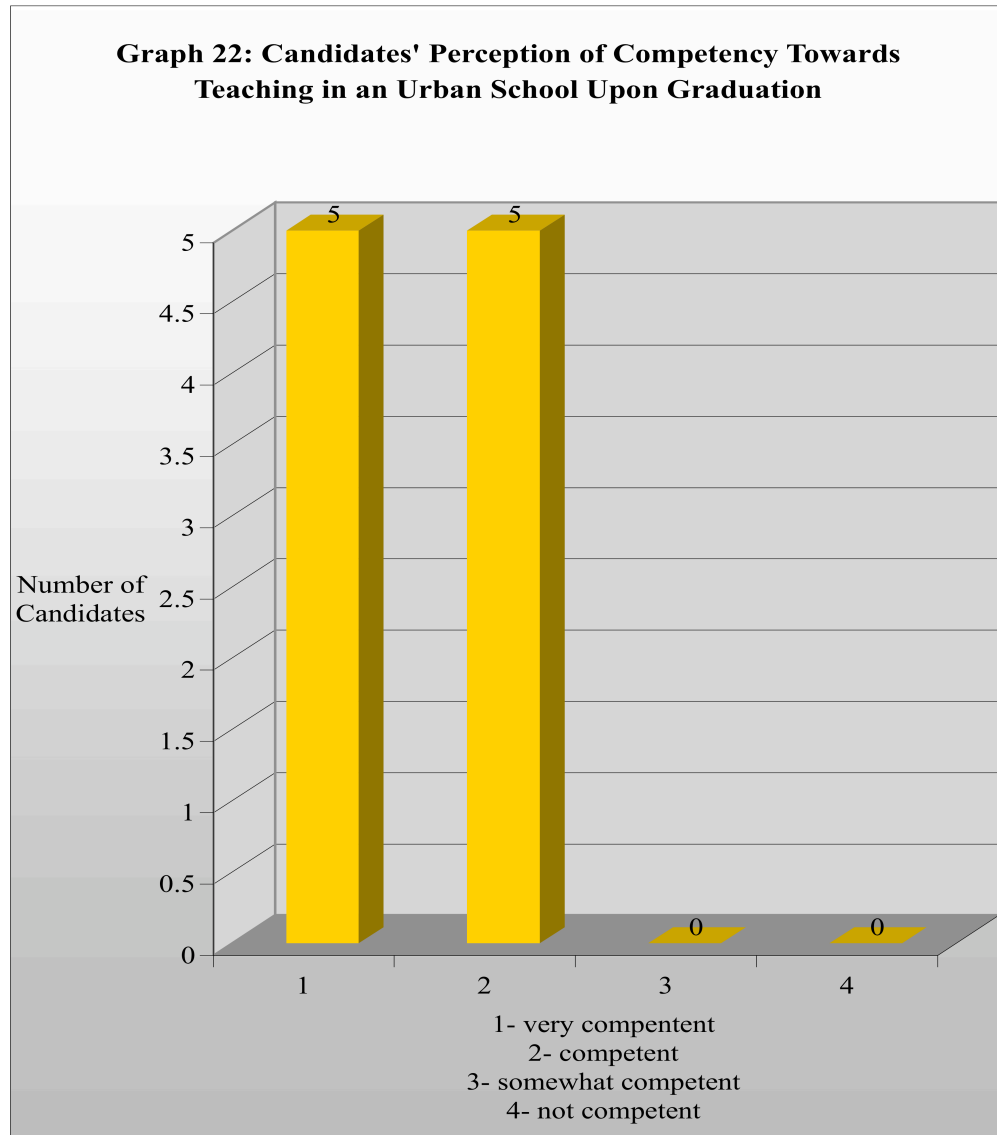
Graph 20 (below) explores candidates' perception of the structure of their teacher training program. 70% of candidates from OISE categorized their training program as a mixture of theory and praxis; whereas, 30% felt it was theoretically orientated.



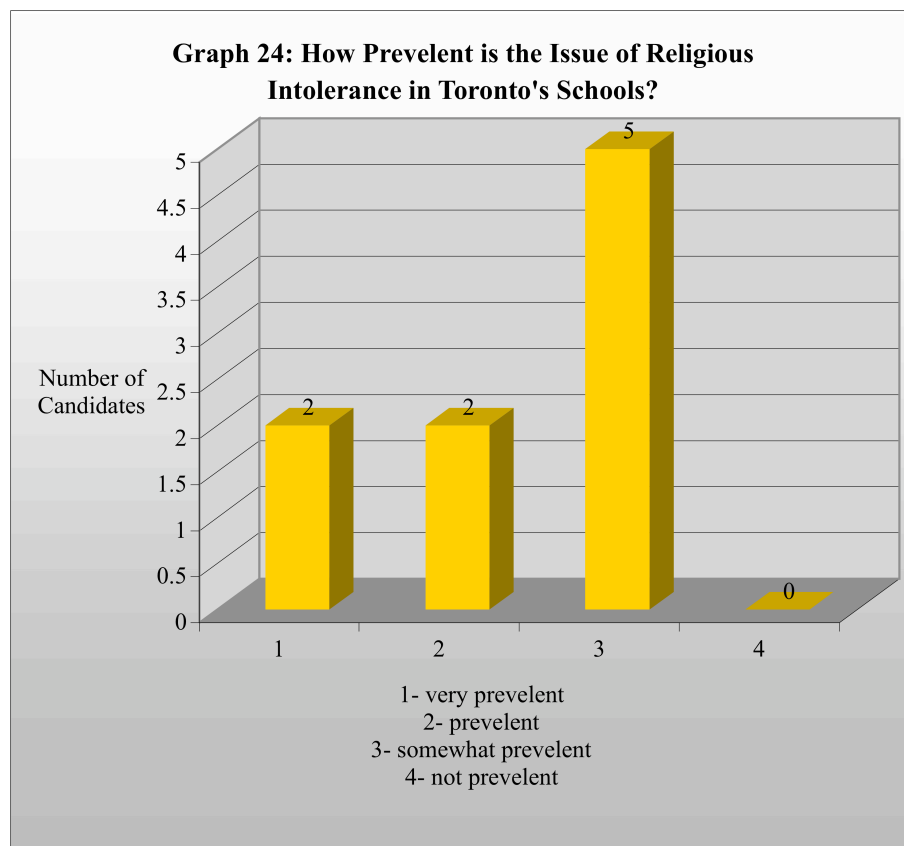
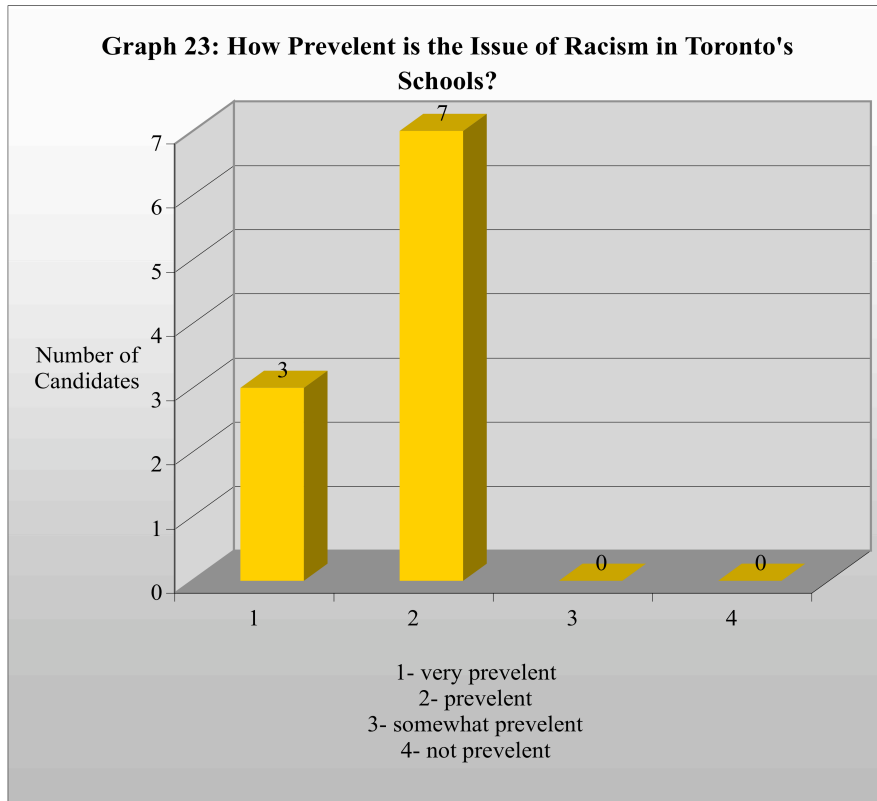
Graph 21 depicts that the majority of candidates from OISE (70%) estimated that between 25-50% of courses addressed issues of intercultural or urban education; 30% considered the number to be higher-between 50-75% of their total courses.

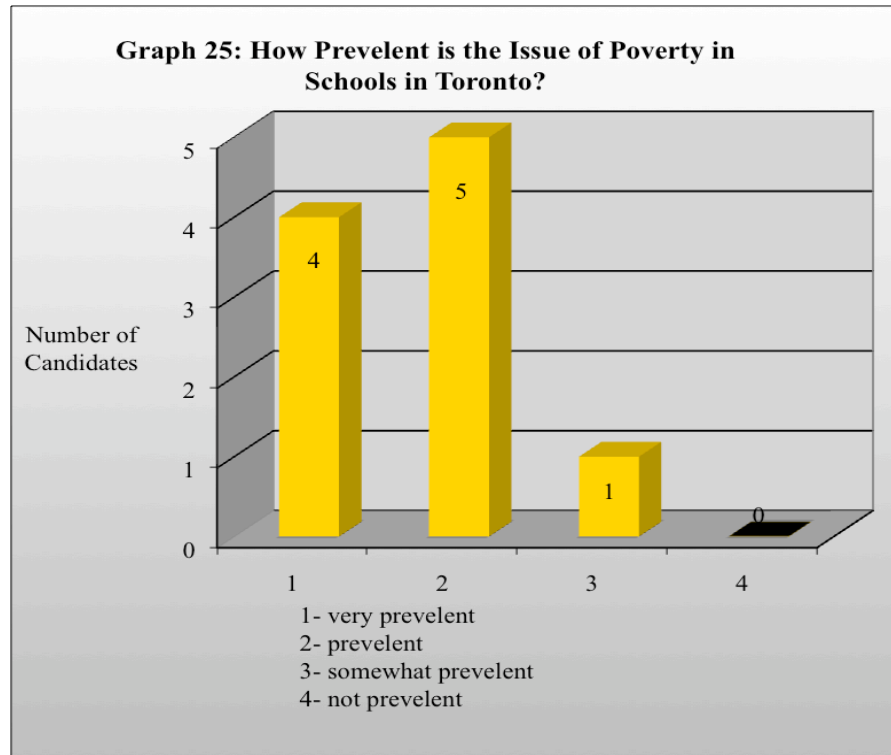


Graph 22 explores candidates' perception of competency towards teaching in an urban school upon graduation of their teacher training program. The numbers are positive, with 50% of OISE candidates feeling very confident towards teaching in an urban school and the remaining 50% feeling confident. None of the OISE candidates perceived themselves as somewhat confident or not confident.

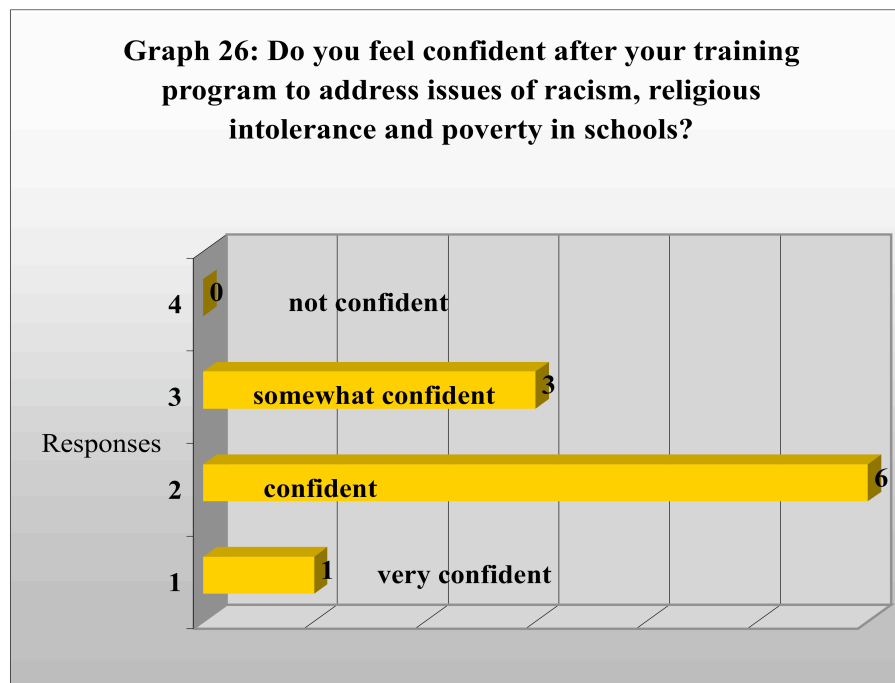


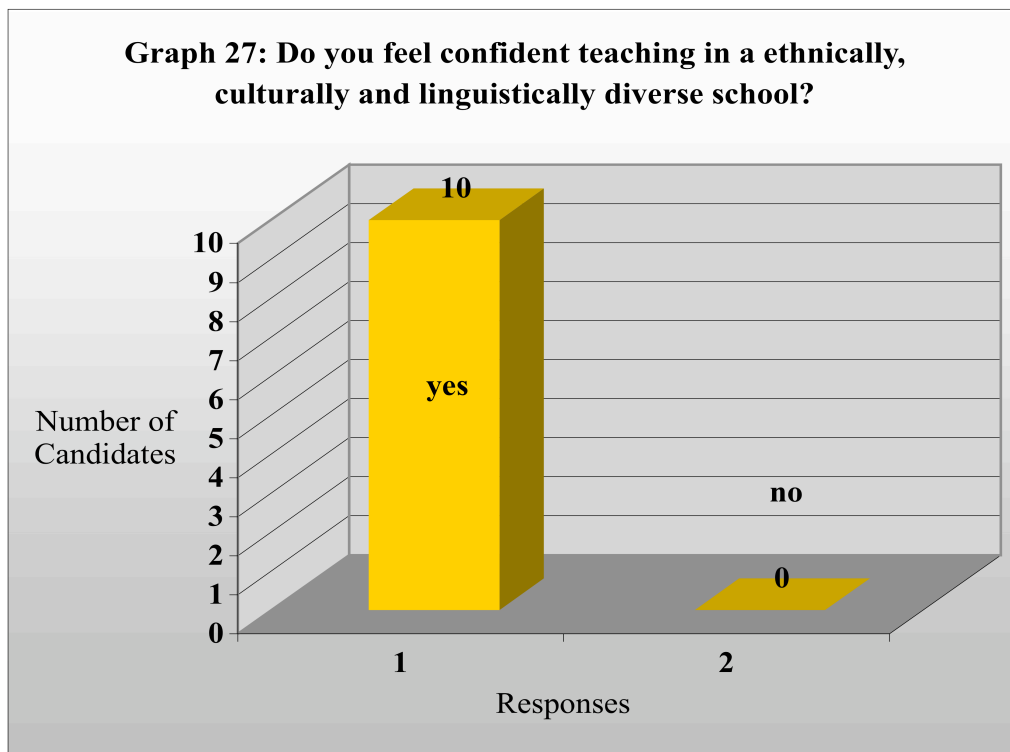
Graphs 23, 24 and 25 address candidates’ perception of the prevalence of racism, religious intolerance, and poverty in Toronto schools. All issues were recognized as prevalent by the OISE candidates; the majority of candidates (70%) felt racism was prevalent in Toronto schools and 30% classified it as very prevalent; this exceeded the number of candidates who felt religious intolerance was prevalent. And all candidates believed that poverty was a prevalent issue in Toronto schools.



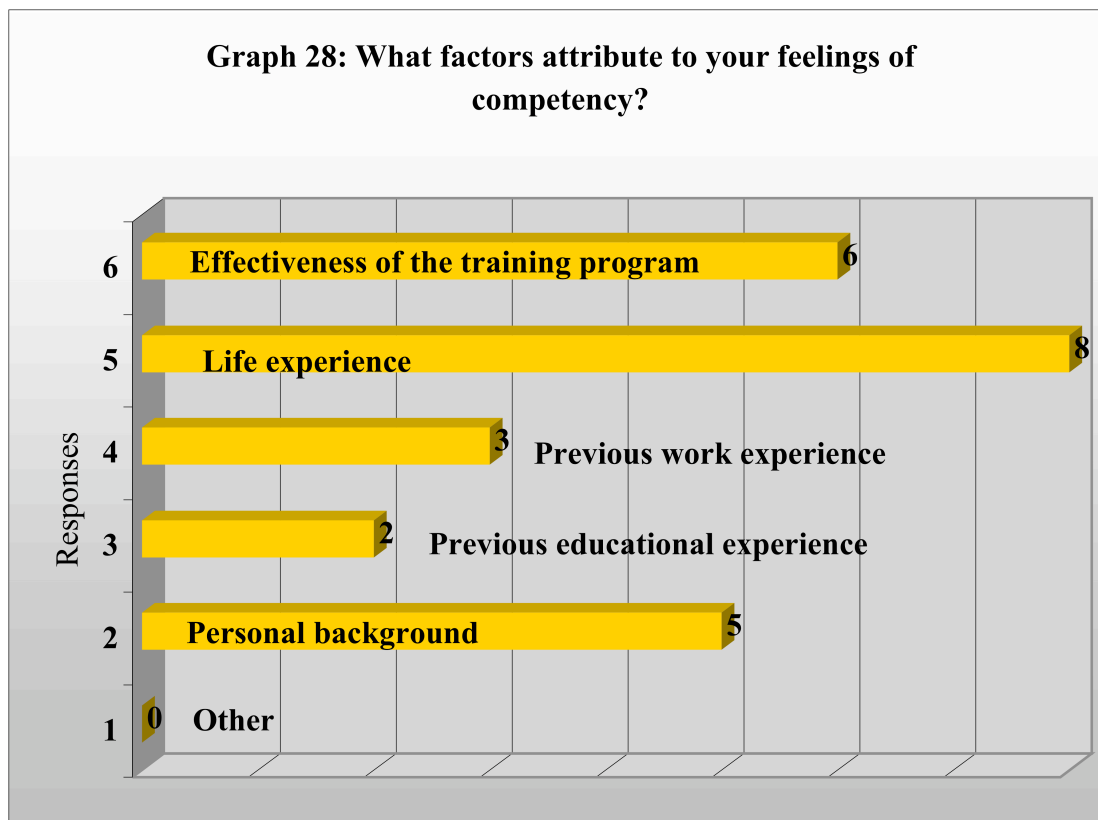


OISE candidates recognized the prevalence of such issues in Toronto’s urban schools, and the majority of candidates feel confident in addressing them in schools (graphs 26 and 27).



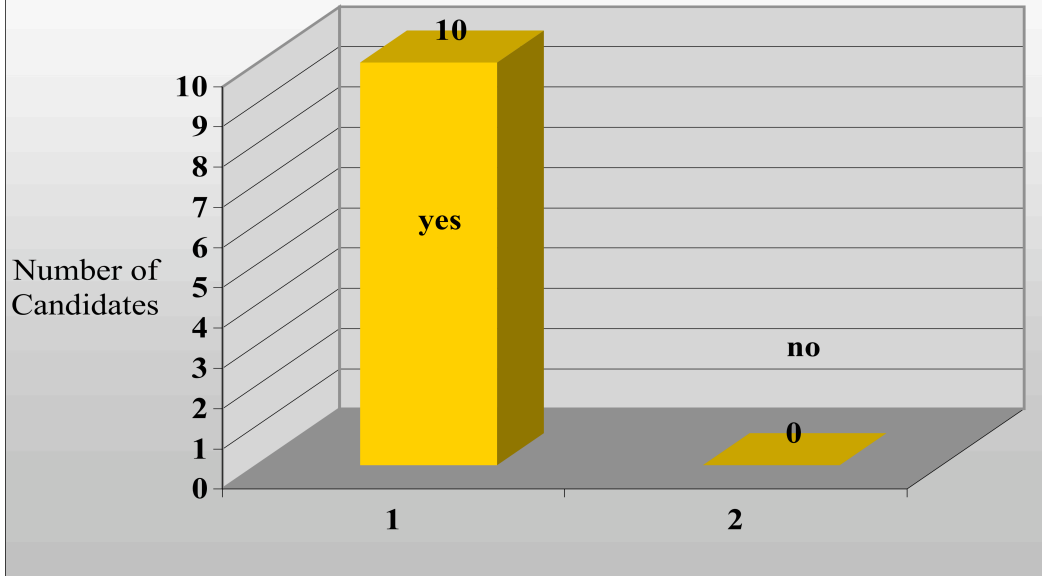


Inquiring into what factors contribute to the OISE candidates’ high level of confidence in teaching in ethnically, culturally and linguistically diverse schools, candidates’ responded with a vast array of attributing factors. Six of the ten candidates felt that the effectiveness of the training program attributed to their feelings of competency; eight candidates believe that life experience was an attributing factor; three stated previous work experience; two felt it was from previous educational experience; and five attribute it to personal background. None of the OISE candidates chose the ‘other’ category. Based solely on the numbers per response, OISE candidates believe that it is not simply one factor that attributes to one’s confidence in their abilities to teach in urban schools. Instead, it is a variety of factors that interplay to help establish efficaciousness starting a teaching career in urban schools.

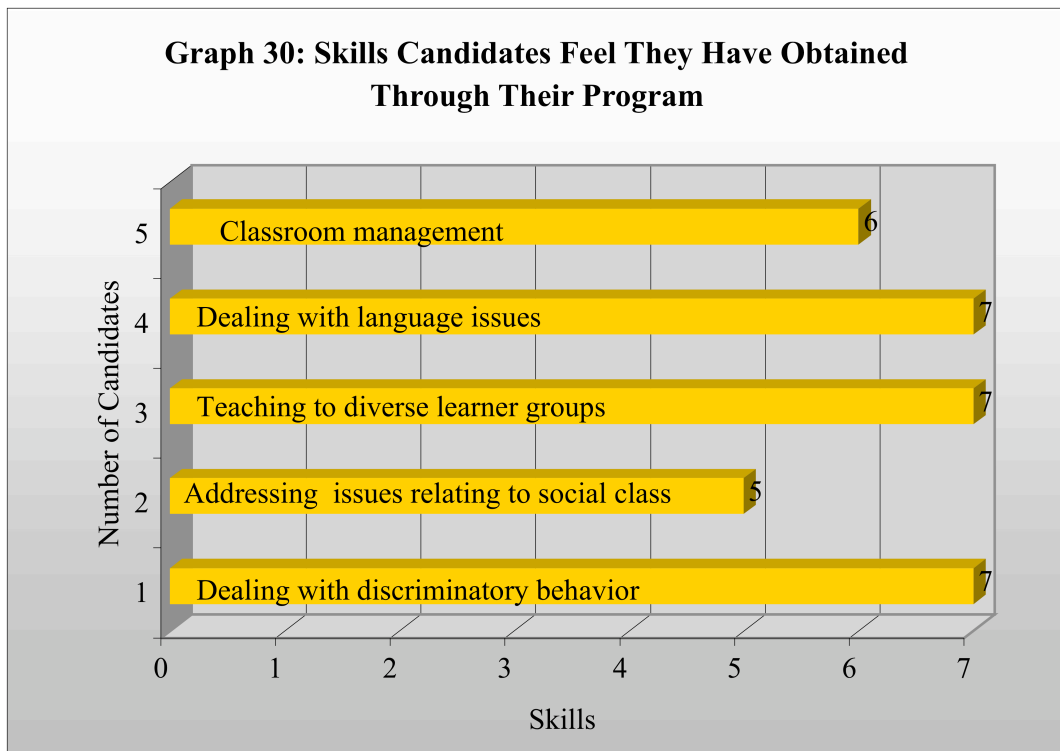


The final two graphs, graph 29 and 30, explore whether OISE candidates felt they could apply the skills and knowledge obtained through the training program in the classroom. Both graphs convey positive results for OISE’s teacher training program. All ten of the ten candidates from OISE felt they could apply the skills and knowledge they had obtained through their training program to the classroom environment. Graph 30 depicts the actual skills candidates’ feel they have learned. Once again, many of the candidates from OISE chose numerous features from the list of skills, depicting confidence in a variety of skills and knowledge learned over the duration of the program. Seven candidates’ felt as though OISE had prepared them to deal with language issues, teach to diverse learner groups and deal with discriminatory behavior in the classroom; six candidates felt confident in having obtained classroom management skills; and five candidates choice the ability to deal with social class issues.

Graph 29: Do you feel you can apply what you learned in your training program in the classroom?



Graph 30: Skills Candidates Feel They Have Obtained Through Their Program



9.3 Reflecting on Pre-Service Teachers' Efficacy and the Process' of Teacher Training

The results from the initial questionnaire convey various aspects of the different candidates' perception of efficacy upon completion of their teacher training courses and the process of teacher training.

Candidates' perception of the structural component of the training program conveys insight into the different approaches to educating future teachers. At the FU Berlin, the program was seen as mostly theoretical and grounded in the university rather than the community. Candidates at OISE, on the other hand, considered their program to be a mixture of theory and praxis and community-centered, rather than in the university. This is more characteristic of an urban education program rather than the conventional teacher training program used in the majority of universities.

The number of courses that address issues of intercultural or urban education varies in the two respective universities. The majority of candidates at the FU Berlin estimated the number of total courses between 0-25 %, the lowest sector on the rating scale. Whereas the majority of OISE candidates felt that the number of courses that addressed issues relating to urban or intercultural education was situated between 25-50% (seven candidates) and 30% of the OISE candidates classified the number even higher at 50-75%. Courses that address issues relating to intercultural or urban education should not simply be designated token courses. Instead, an interdisciplinary approach to addressing such issues in all different educational spheres should be adopted in contemporary teacher training programs. This might help ensure pre-service teachers' ability to identify, understand and effectively handle issues as they arise in the classroom environment.

Candidates' perception of competence towards teaching in an urban school upon graduation was another factor that varied considerably from program to program. The majority of candidates from the FU Berlin lacked faith in their own competence in teaching in an urban school upon graduation, with 70% stating they were only somewhat competent and 20% feeling not competent at all (depicted in graph 7). OISE candidates were divided between very competent (50%) and competent (50%). Competence in this case directly applies to perception of professional efficacy- the ability to apply particular knowledge and skills in a specific context, an urban classroom. Graph 11, 12, 26 and 27 all reiterate the construct of perception of efficacy and the same results are conveyed. In all cases,

candidates from the FU Berlin respectively convey low perception of professional efficacy towards teaching in an urban school or addressing issues that are congruent with such an environment; whereas candidates from OISE consistently convey efficaciousness in regards to urban teaching and depict confidence in their ability to effectively master the challenges attributed with such a learning environment. Despite the recognition of both groups that issues of racism, religious intolerance and poverty are prevalent in their respective cities, the perception of OISE candidates' ability to handle such challenges in the classroom differs from the perception held by candidates from the FU Berlin.

In exploration of the contributing factors leading to feelings of efficacy, the responses from the respective groups varied considerably. None of the candidates from the FU Berlin attributed their feelings of confidence to the teacher training program; whereas in Toronto, six of the ten candidates felt it was a contributing factor. Only one candidate from the FU Berlin felt that life experience attributed to their feelings of efficacy towards teaching in an urban school; whereas eight OISE candidates believed that life experience played an important role. Previous work experience and previous educational experience were not dominating factors on either list; only one candidate from the FU Berlin felt either factor had any influence on their perception of efficacy and the numbers were slightly higher from OISE with three candidates allocating previous work experience and two candidates choosing previous educational experience. Two candidates from the FU Berlin chose personal background as a key factor to one's perception of efficacy, while half of the candidates from OISE saw it as an impacting factor. None of the OISE candidates and two of the FU Berlin candidates chose the final category 'other', which was left open to other factors that might have not been included on the list.

Based on the thirty graphs exploring efficacy upon completion of course requirements for graduation from the Freie Universität Berlin's teacher training program and OISE's urban education cohort of the secondary teacher training program, one might deduce that students from the respective programs graduate with varying degrees of efficacy towards teaching in urban schools. In general, candidates' from the FU Berlin recognize the complex challenges that lie ahead when initiating the path of teaching in urban environments, but feel as though they are not equipped with the skills and knowledge needed to enter into this environment effectively prepared. Candidates from OISE depict recognition of the challenges of teaching in urban schools as well, but feel more efficacious in their ability to enter the

profession prepared with the skills and knowledge needed for teaching in urban environments. With such data, one may start to examine the manner in which pre-service teachers are trained, the courses offered throughout the duration of the program, the school placements and how they are best optimized as learning experiences, and methods that could be used to develop efficacious teachers upon completion.

9.4 Candidate Profiles

The table in chapter 9.4 conveys an overview of candidates' perspectives upon completion of their course requirements. It is separated into the following six categories, which provide a synopsis of the candidates' and their ideas.

- 1) Personal profile information
- 2) Mastery experiences in relevant classrooms (religious, linguistic, socio-economic diversity) and perception of relevance to feelings of efficacy
- 3) Training Program: Theory vs. Practice; Relevance of knowledge and skills obtained within the program; perception of efficacy upon completion of mandatory course requirements
- 4) Perception of relevance of knowledge and skills learned in training program
- 5) Awareness of societal factors influencing academic achievement and learning institutions, which are often heightened in urban settings
- 6) Perception of one's ability to surpass environmental factors and motivate students from challenging home environments. Perception of efficacy towards one's ability as a teacher to educate all students. Locus of control: the pre-service teachers' perception upon graduation whether it is within their control (or out of their control) whether the students they teach succeed academically

Profiles Upon Completion of Training Program (04-05.2008)

	1	2	3
T.1	<ul style="list-style-type: none"> • 20-24yrs old • Male • Self-identifies as Chinese • Non-English mother tongue speaker (Chinese mother tongue) • Does not self-identify with a religious denomination • Grew up in an urban environment • Does not feel his upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a low to middle income, somewhat ethnically diverse neighborhood 	<ul style="list-style-type: none"> • Duration of program: 1 year • Completed two 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes his perception of efficacy towards teaching in an urban school increased after his two placements (more motivated to rise to the challenge of teaching within inner-city schools) 	<ul style="list-style-type: none"> • Describes his training program as mostly theoretical • Estimates about 25-50% of the courses incorporated intercultural or urban education • Feels that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is confident in his ability to effectively address these issues in the classroom • Feels the program was ‘community-centered’ rather than centered in the university • Feels very competent with his knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school and attributes this to life experience, previous educational experience and his own personal background
T.2	<ul style="list-style-type: none"> • 20-24 yrs old • Female • Self-identifies as Dutch, as well as Scottish and First Nations • English mother tongue speaker • Self-identifies as Catholic • Grew up in both a rural and urban environment • Feels her upbringing encompassed 	<ul style="list-style-type: none"> • Duration of program: 1 year • Completed two 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity 	<ul style="list-style-type: none"> • Describes her training program as a mixture of theory and practice • Estimates about 50-75% of the courses incorporated intercultural or urban education • Feels that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is confident in her

	<p>diversity of experiences, different ethnic groups, religious perspectives etc</p> <ul style="list-style-type: none"> • Currently lives in a middle income, somewhat ethnically diverse neighborhood 	<ul style="list-style-type: none"> • Believes her perception of efficacy towards teaching in an urban school increased after her two placements (through mastery and vicarious experiences-experiencing the challenges first-hand with a mentor for assistance) 	<p>ability to effectively address these issues in the classroom</p> <ul style="list-style-type: none"> • Feels the program was ‘community-centered’ rather than centered in the university • Feels very competent with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school and attributes this to the effectiveness of the teacher education program, life experience and her own personal background
T.3	<ul style="list-style-type: none"> • 20-24 yr old • Male • Self-identifies as Caucasian • English mother tongue speaker • Self-identifies as Christian • Grew up in an urban environment • Feels his upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a middle income, somewhat to very diverse neighborhood 	<ul style="list-style-type: none"> • Duration of program: 1 year • Completed three 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes his perception of efficacy towards teaching in an urban school increased after his three placements 	<ul style="list-style-type: none"> • Describes his training program as a mixture of theory and practice • Estimates about 50-75% of the courses incorporated intercultural or urban education • Feels that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is somewhat confident in his ability to effectively address these issues in the classroom • Feels the program was more ‘community-centered’ rather than centered in the university • Feels competent with his knowledge and skills upon graduation towards teaching in an urban school and attributes this to the effectiveness of the teacher education program and life experience

T.4	<ul style="list-style-type: none"> • 20-24 yr old • Male • Self-identifies as Chinese-Canadian • English mother tongue speaker • Does not self-identify with a religious denomination • Grew up in an urban environment • Feels his upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a middle-high income, somewhat diverse neighborhood 	<ul style="list-style-type: none"> • Duration of program: 1 year • Completed two 4-5 week placements in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes his perception of efficacy towards teaching in an urban school increased after his two placements (learned that subject matter comes second to effective teaching skills) 	<ul style="list-style-type: none"> • Describes his training program as a mixture of theory and practice • Estimates about 50-75% of the courses incorporated intercultural or urban education • Feels that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is very confident in his ability to effectively address these issues in the classroom • Feels the program was ‘community-centered’ rather than centered in the university • Feels very competent with his knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school and attributes this to the effectiveness of the teacher education program
T.5	<ul style="list-style-type: none"> • 30-34 yrs old • Female • Does not self-identify with a racial / ethnic group • English mother tongue speaker • Self-identifies with a religious group (religion not specified) • Grew up in a rural environment • Does not feel her upbringing encompassed diversity of experiences, different ethnic groups, 	<ul style="list-style-type: none"> • Duration of program: 1 year • Completed two 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Does not believe her perception of efficacy towards 	<ul style="list-style-type: none"> • Describes her training program as a mixture of theory and practice • Estimates about 25-50% of the courses incorporated intercultural or urban education • Feels that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is confident in her ability to effectively address these issues in the classroom

	<ul style="list-style-type: none"> religious perspectives etc Currently lives in a middle income, somewhat ethnically diverse neighborhood 	<p>teaching in an urban school changed after her two placements</p>	<ul style="list-style-type: none"> Feels the program was ‘community centered’ rather than centered in the university Feels competent with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school and attributes this to the effectiveness of the teacher education program, life experience, previous work experience, and her own personal background
T.6	<ul style="list-style-type: none"> 25-29 yrs old Female Does not self-identify with a racial / ethnic group Non-English mother tongue speaker (French mother tongue) Does not self-identify with a religious group Grew up in an urban environment Feels her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc Currently lives in a middle income, very ethnically diverse neighborhood 	<ul style="list-style-type: none"> Duration of program: 1 year Completed two 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity Believes her perception of efficacy towards teaching in an urban school increased after her two placements (understood the challenges of dealing with ‘troubled youth’ and the multi-faceted role of teacher as facilitator, motivator and authority figure) 	<ul style="list-style-type: none"> Describes her training program as a mixture of theory and practice Estimates about 25-50% of the courses incorporated intercultural or urban education Feels that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is confident in her ability to effectively deal with these issues Labels the program as more ‘community-centered’, rather than centered in the university Feels competent with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school and attributes this to the effectiveness of the teacher education program and previous

			work experience
T.7	<ul style="list-style-type: none"> • 20-24 yr old • Male • Self-identifies as White Italian-Canadian • English mother tongue speaker • Does not self-identity with a religious denomination • Grew up in an urban environment • Feels his upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a middle income, somewhat diverse neighborhood 	<ul style="list-style-type: none"> • Duration of program: 1 year • Completed two 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes his perception of efficacy towards teaching in an urban school increased after his two placements (he personally experienced how his ‘theories of how he would be as a teacher played out in a real classroom’ and was reassured of his profession choice) 	<ul style="list-style-type: none"> • Describes his training program as a mixture of theory and practice • Estimates about 25-50% of the courses incorporated intercultural or urban education • Feels that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is confident in his ability to effectively address these issues in the classroom • Labels the program as ‘university-centered’ rather than centered in the community • Feels competent with his knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school and attributes this to the effectiveness of the teacher training program and life experience
T.8	<ul style="list-style-type: none"> • 25-29 yr old • Male • Does not self-identify with a racial / ethnic group • English mother tongue speaker • Does not self-identity with a religious denomination • Grew up in an urban environment • Feels his upbringing did not encompass diversity of experiences, 	<ul style="list-style-type: none"> • Duration of program: 1 year • Completed two 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes his perception of 	<ul style="list-style-type: none"> • Describes his training program as a mixture of theory and practice • Estimates about 25-50% of the courses incorporated intercultural or urban education • Feels that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is somewhat confident in his ability to effectively address

	<p>different ethnic groups, religious perspectives etc</p> <ul style="list-style-type: none"> • Currently lives in a somewhat ethnically diverse neighborhood 	<p>efficacy towards teaching in an urban school increased after his two placements (better understood the reality of the contemporary urban classroom)</p>	<p>these issues in the classroom</p> <ul style="list-style-type: none"> • Feels the program was ‘community-centered’ rather than centered in the university • Feels competent with his knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school and attributes this to his own personal background and life experience
T.9	<ul style="list-style-type: none"> • 35+ yrs old • Female • Self-identifies as Greek • English mother tongue speaker • Self-identifies as Greek-Orthodox • Grew up in an urban environment • Does not feel her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a low to middle income, very ethnically diverse neighborhood 	<ul style="list-style-type: none"> • Duration of program: 1 year • Completed two 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes her perception of efficacy towards teaching in an urban school increased after her two placements (better understood the reality of urban classrooms and started connecting her knowledge of theory and practice in the profession) 	<ul style="list-style-type: none"> • Describes her training program as theory-based • Estimates about 25-50% of the courses incorporated intercultural or urban education • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and feels somewhat confident in her ability to address these issues effectively in the classroom • Feels the program was ‘university-centered’ rather than centered in the community • Feels competent with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school and she attributes this to

			various factors: life experience previous work experience, previous educational experience, personal background
T.10	<ul style="list-style-type: none"> • 25-29 yrs old • Female • Self-identifies as Black /West Indian • English mother tongue speaker • Does not self-identify with any religious denomination • Grew up in an urban environment • Feels her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a middle income, very ethnically diverse neighborhood 	<ul style="list-style-type: none"> • Duration of program: 1 year • Completed two 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes her perception of efficacy towards teaching in an urban school increased after her two placements (through both mastery and vicarious experiences) 	<ul style="list-style-type: none"> • Describes her training program as a mixture of theory and practice • Estimates about 25-50% of the courses incorporated intercultural or urban education • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program but feels confident in her ability to effectively address such issues in the classroom • Feels the program was ‘community-centered’ rather than centered in the university • Feels very competent with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school and this is mostly attributed to her own life experiences

	4	5	6
T.1	<ul style="list-style-type: none"> • Feels that he can directly apply the knowledge and skills learned in his teacher training program in the classroom environment • Feels the courses in his teacher education program provided him with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that his teacher education program prepared him to effectively handle the challenges of classroom management, dealing with intolerant or discriminatory student behavior, teaching effectively to diverse learner groups, addressing the needs relating to social class issues, and language issues in the classroom 	<ul style="list-style-type: none"> • Perceives the issue of racism as ‘extremely prevalent’ in contemporary urban classrooms • Perceives the issue of religious intolerance as ‘prevalent’ in contemporary urban classrooms • Perceives the issue of poverty as ‘very prevalent’ in contemporary urban classrooms • Feels as though his role as a teacher is to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys the belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success • Believes that if he ‘tries really try hard, he can get through to even the most difficult or unmotivated students’
T.2	<ul style="list-style-type: none"> • Feels that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Feels the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that her teacher education program prepared her to effectively handle the challenges of classroom management issues, teaching 	<ul style="list-style-type: none"> • Perceives the issue of racism as ‘prevalent’ in contemporary urban classrooms • Perceives the issue of religious intolerance as ‘somewhat prevalent’ in contemporary urban classrooms • Perceives the issue of poverty as ‘prevalent’ in contemporary urban classrooms • Feels as though her role as a teacher is to help combat social inequality and injustice that 	<ul style="list-style-type: none"> • Conveys the belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success • Believes that if she ‘tries really try hard, she can get through to even the most difficult or unmotivated students’

	effectively to diverse learner groups, language issues in the classroom, and addressing the needs relating to social class issues	occurs because of discrimination in both our school system and society	
T.3	<ul style="list-style-type: none"> • Feels that he can directly apply the knowledge and skills learned in his teacher training program in the classroom environment • Feels the courses in his teacher education program provided him with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that his teacher education program prepared him to effectively handle the challenges of classroom management, dealing with intolerant or discriminatory student behavior, teaching effectively to diverse learner groups and language issues in the classroom 	<ul style="list-style-type: none"> • Perceives the issue of racism as ‘prevalent’ in contemporary urban classrooms • Perceives the issue of religious intolerance as ‘somewhat prevalent’ in contemporary urban classrooms • Perceives the issue of poverty as ‘somewhat prevalent’ in contemporary urban classrooms • Feels as though his role as a teacher is to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys the belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success, but family background and discipline at home are major factors • Believes that if he ‘tries really try hard, he can get through to even the most difficult or unmotivated students’
T.4	<ul style="list-style-type: none"> • Feels that he can directly apply the knowledge and skills learned in his teacher training program in the classroom environment • Feels the courses in his teacher education program provided him with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that his teacher education program prepared him to effectively handle the challenges of classroom 	<ul style="list-style-type: none"> • Perceives the issue of racism as ‘prevalent’ in contemporary urban classrooms • Perceives the issue of religious intolerance as ‘somewhat prevalent’ in contemporary urban classrooms • Perceives the issue of poverty as ‘prevalent’ in contemporary urban classrooms • Feels as though his role as a teacher is to help combat social 	<ul style="list-style-type: none"> • Conveys the belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success • Strongly believes that if he ‘tries really try hard, he can get through to even the most difficult or unmotivated students’

	management, dealing with intolerant or discriminatory student behavior, teaching effectively to diverse learner groups and language issues in the classroom	inequality and injustice that occurs because of discrimination in both our school system and society	
T.5	<ul style="list-style-type: none"> • Feels that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Feels the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that her teacher education program prepared her to effectively handle the challenges of teaching effectively to diverse learner groups and addressing the needs relating to social class issues 	<ul style="list-style-type: none"> • Perceives the issue of racism as ‘prevalent’ in contemporary urban classrooms • Perceives the issue of religious intolerance as ‘somewhat prevalent’ in contemporary urban classrooms • Perceives the issue of poverty as ‘prevalent’ in contemporary urban classrooms • Feels as though her role as a teacher is to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys the belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success, but family background and discipline at home are major factors • Does not believe that if she ‘tries really try hard, she can get through to even the most difficult or unmotivated students’
T.6	<ul style="list-style-type: none"> • Feels that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Feels the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that her teacher education program prepared her to effectively 	<ul style="list-style-type: none"> • Perceives the issue of racism as ‘prevalent’ in contemporary urban classrooms • Perceives the issue of religious intolerance as ‘somewhat prevalent’ in contemporary urban classrooms • Perceives the issue of poverty as ‘prevalent’ in contemporary urban classrooms • Feels as though her role as a 	<ul style="list-style-type: none"> • Conveys the belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success, but discipline at home is also a factor • Believes that if she ‘tries really try hard, she can get through to even the most difficult or unmotivated students’

	<p>handle the challenges of teaching effectively to diverse learner groups, addressing the needs relating to social class issues and dealing with intolerant or discriminatory student behavior</p>	<p>teacher is to help combat social inequality and injustice that occurs because of discrimination in both our school system and society</p>	
T.7	<ul style="list-style-type: none"> • Feels that he can directly apply the knowledge and skills learned in his teacher training program in the classroom environment • Feels the courses in his teacher education program provided him with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that his teacher education program prepared him to effectively handle the challenges of classroom management, dealing with intolerant or discriminatory student behavior, and addressing the needs relating to social class issues 	<ul style="list-style-type: none"> • Perceives the issue of racism as ‘extremely prevalent’ in contemporary urban classrooms • Perceives the issue of religious intolerance as ‘very prevalent’ in contemporary urban classrooms • Perceives the issue of poverty as ‘very prevalent’ in contemporary urban classrooms • Feels as though his role as a teacher is to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys the belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success • Believes that if he ‘tries really try hard, he can get through to even the most difficult or unmotivated students’
T.8	<ul style="list-style-type: none"> • Feels that he can directly apply the knowledge and skills learned in his teacher training program in the classroom environment • Feels the courses in his teacher education program provided him with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that his teacher education program prepared him to effectively 	<ul style="list-style-type: none"> • Perceives the issue of racism as ‘prevalent’ in contemporary urban classrooms • Perceives the issue of religious intolerance as ‘prevalent’ in contemporary urban classrooms • Perceives the issue of poverty as ‘very prevalent’ in contemporary urban classrooms • Feels as though his role as a teacher is to help combat social 	<ul style="list-style-type: none"> • Conveys the belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success, but family background and discipline at home are major factors • Moderately disagrees with the idea that if he ‘tries really try hard, he can get through to even the most difficult or unmotivated students’

	handle the challenges of teaching effectively to diverse learner groups and addressing the needs relating to social class issues	inequality and injustice that occurs because of discrimination in both our school system and society	
T.9	<ul style="list-style-type: none"> • Feels that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Feels the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that her teacher education program prepared her to effectively handle the challenges of classroom management and dealing with intolerant or discriminatory student behavior 	<ul style="list-style-type: none"> • Perceives the issue of racism as ‘prevalent’ in contemporary urban classrooms • Does not know if the issue of religious intolerance is prevalent in contemporary urban classrooms • Perceives the issue of poverty as ‘prevalent’ in contemporary urban classrooms • Feels as though her role as a teacher is to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys a strong belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success • Believes that if she ‘tries really try hard, she can get through to even the most difficult or unmotivated students’
T.10	<ul style="list-style-type: none"> • Feels that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Does not feel the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that her teacher education program prepared her to effectively handle the challenges of classroom management and language issues 	<ul style="list-style-type: none"> • Perceives the issue of racism as ‘extremely prevalent’ in contemporary urban classrooms • Perceives the issue of religious intolerance as ‘very prevalent’ in contemporary urban classrooms • Perceives the issue of poverty as ‘very prevalent’ in contemporary urban classrooms • Feels as though her role as a teacher is to help combat social inequality and injustice that 	<ul style="list-style-type: none"> • Conveys the strong belief that one’s teaching ability, and not simply socialization / home environments, greatly impacts student learning and academic success • Strongly believes that if she ‘tries really try hard, she can get through to even the most difficult or unmotivated students’

	when working in an urban school	occurs because of discrimination in both our school system and society	
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	1	2	3
B.1	<ul style="list-style-type: none"> • 25-29 yrs old • Female • Self-identifies as White / European • German mother tongue speaker • Self-identifies as Evangelical-Lutheran • Grew up in an rural environment • Does not feel her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a middle income neighborhood with little diversity 	<ul style="list-style-type: none"> • Duration of program: 5 + years • Completed four school placements ranging from 4-7 weeks, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Does not believe her perception of efficacy towards teaching in an urban school increased after her school placements 	<ul style="list-style-type: none"> • Describes her training program as theoretical • Estimates 0-25 % of the courses incorporated intercultural or urban education • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is not confident in her ability to effectively address these issues in the classroom • Labels the program as more ‘university-centered’ rather than being centered in the community • Does not feel competent with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school
B.2	<ul style="list-style-type: none"> • 25-29 yrs old • Female • Does not self-identify with a racial / ethnic group • German mother tongue speaker • Self-identifies as Protestant • Grew up in an rural environment • Does not feel her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc 	<ul style="list-style-type: none"> • Duration of program: 5 + years • Completed three 4-5 week placements, none of which were in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Does not believe her perception of efficacy towards teaching in 	<ul style="list-style-type: none"> • Describes her training program as mostly theoretical • Estimates 0-25 % of the courses incorporated intercultural or urban education • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is not confident in her ability to effectively address these issues in

	<ul style="list-style-type: none"> • Currently lives in a middle to high income neighborhood, with little diversity 	<p>an urban school increased after her placements</p>	<p>the classroom</p> <ul style="list-style-type: none"> • Labels the program as more ‘university-centered’ rather than being centered in the community • Feels ‘somewhat competent’ with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school
B.3	<ul style="list-style-type: none"> • 25-29 yr old • Female • Does not self-identify with a racial / ethnic group • German mother tongue speaker • Does not self-identify with any religious denomination • Grew up in an urban environment • Feels her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a middle income, somewhat diverse neighborhood 	<ul style="list-style-type: none"> • Duration of program: 5 + years • Completed three 2-3 week placements in a school, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes her perception of efficacy towards teaching in an urban school increased after her three placements (better understanding of students with contact / experience) 	<ul style="list-style-type: none"> • Describes her training program as mostly theoretical • Estimates 0-25 % of the courses incorporated intercultural or urban education • Feels that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is confident in her ability to effectively address these issues in the classroom • Labels the program as more ‘university-centered’ rather than being centered in the community • Feels ‘somewhat competent’ with her knowledge and skills upon graduation towards teaching in an urban school and attributes this to life experience, prior work experience and personal background.
	<ul style="list-style-type: none"> • 25-29 yrs old • Female 	<ul style="list-style-type: none"> • Duration of program: 5 + years • Completed three 4-5 week 	<ul style="list-style-type: none"> • Describes her training program as a mixture of theory and practice

B.4	<ul style="list-style-type: none"> • Does not self-identify with a racial / ethnic group • German mother tongue speaker • Does not self-identify with any religious denomination • Grew up in an urban environment • Feels her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a lower income, very diverse neighborhood 	<p>placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity</p> <ul style="list-style-type: none"> • Believes her perception of efficacy towards teaching in an urban school increased after her placements (increased confidence, enhanced her ability to deal with problems / issues relating to teaching) 	<ul style="list-style-type: none"> • Estimates 0-25 % of the courses incorporated intercultural or urban education • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program but feels somewhat confident in her ability to effectively address these issues in the classroom • Labels the program as more ‘university-centered’ rather than being centered in the community • Feels ‘competent’ with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school and attributes this to previous work experience and previous educational experiences
B.5	<ul style="list-style-type: none"> • 25-29 yrs old • Female • Does not self-identify with a racial / ethnic group • German mother tongue speaker • Self-identifies as Evangelical • Grew up in an urban environment • Feels her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a middle income, 	<ul style="list-style-type: none"> • Duration of program: 5 + years • Completed three 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Does not believe her perception of efficacy towards teaching in an urban school 	<ul style="list-style-type: none"> • Describes her training program as very theoretical • Estimates 0-25 % of the courses incorporated intercultural or urban education • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and feels somewhat confident in her ability to effectively address these issues in the classroom

	<p>somewhat diverse neighborhood</p>	<p>changed after her school placements</p>	<ul style="list-style-type: none"> • Labels the program as more ‘university-centered’ rather than being centered in the community • Does not feel competent with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school
B.6	<ul style="list-style-type: none"> • 25-29 yrs old • Female • Does not self-identify with a racial / ethnic group • German mother tongue speaker • Self-identifies with a religious group (not specified) • Grew up in an urban environment • Feels her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a lower income, very diverse neighborhood 	<ul style="list-style-type: none"> • Duration of program: 5 + years • Completed three 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes her perception of efficacy towards teaching in an urban school increased after her placements (more comfortable in an authority position, confident in her ability to convey knowledge, and has a better understanding of the challenges of being a teacher) 	<ul style="list-style-type: none"> • Describes her training program as mostly theoretical • Estimates 0-25 % of the courses incorporated intercultural or urban education • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and feels somewhat confident in her ability to effectively address these issues in the classroom • Labels the program as more ‘university-centered’ rather than being centered in the community • Does not feel competent with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school
B.7	<ul style="list-style-type: none"> • 25-29 yrs old • Female • Does not self-identify with a racial / ethnic group 	<ul style="list-style-type: none"> • Duration of program: 5 + years • Completed three 4-5 week placements, at least one of which was in a school which 	<ul style="list-style-type: none"> • Describes her training program as theoretical • Estimates 0-25 % of the courses incorporated intercultural or urban

	<ul style="list-style-type: none"> • German mother tongue speaker • Does not self-identify with any religious denomination • Grew up in an urban environment • Does not feel her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a lower income, very diverse neighborhood 	<p>could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity</p> <ul style="list-style-type: none"> • Believes her perception of efficacy towards teaching in an urban school increased after her school placements (more confident in her role as a teacher and in her ability to teach) 	<p>education</p> <ul style="list-style-type: none"> • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is not confident in her ability to effectively address these issues in the classroom • Labels the program as more ‘university-centered’ rather than being centered in the community • Feels ‘somewhat competent’ with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school
B.8	<ul style="list-style-type: none"> • 25-29 yrs old • Female • Does not self-identify with a racial / ethnic group • German mother tongue speaker • Does not self-identify with any religious denomination • Grew up in an rural environment • Does not feel her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a lower income, very diverse neighborhood 	<ul style="list-style-type: none"> • Duration of program: 5 + years • Completed four 4-5 week placements, at least one of which was in a school which could be characterized as an ‘urban school’ based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes her perception of efficacy towards teaching in an urban school increased after her two placements (better understood the reality of the contemporary urban classroom) 	<ul style="list-style-type: none"> • Describes her training program as a mixture of theory and practice • Estimates 25-50 % of the courses incorporated intercultural or urban education • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program and is not confident in her ability to effectively address these issues in the classroom • Labels the program as more ‘university-centered’ rather than being centered in the community • Feels ‘somewhat competent’ with her knowledge and skills upon

			graduation to teach in an ethnically, linguistically and culturally diverse school
B.9	<ul style="list-style-type: none"> • 25-29 yrs old • Female • Does not self-identify with a racial / ethnic group • German mother tongue speaker • Does not self-identify with any religious denomination • Grew up in an urban environment • Feels her upbringing encompassed diversity of experiences, different ethnic groups, religious perspectives etc • Currently lives in a lower income, very diverse neighborhood 	<ul style="list-style-type: none"> • Duration of program: 4 -5 years • Completed three 4-5 week placements, at least one of which was in a school which could be characterized as an 'urban school' based on its levels of cultural, socio-economic, linguistic, and religious diversity • Believes her perception of efficacy towards teaching in an urban school increased after her placements (enhanced her understanding about her personality as a teacher and the relationship that is established with students) 	<ul style="list-style-type: none"> • Describes her training program as 'much too theoretical' • Estimates 0-25 % of the courses incorporated intercultural or urban education • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program but feels somewhat confident in her ability to effectively address these issues in the classroom • Labels the program as more 'university-centered' rather than being centered in the community • Does not feel competent with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school
B.10	<ul style="list-style-type: none"> • 25-29 yrs old • Female • Does not self-identify with a racial / ethnic group • German mother tongue speaker • Self-identifies as Protestant • Grew up in an rural environment • Does not feel her upbringing encompassed a diversity of 	<ul style="list-style-type: none"> • Duration of program: 5 + years • Completed four 4-5 week placements in a school, at least one of which in a school which could be characterized as an 'urban school' based on its levels of cultural, socio-economic, linguistic, and religious diversity 	<ul style="list-style-type: none"> • Describes her training program as mostly theoretical • Estimates 0-25 % of the courses incorporated intercultural or urban education • Does not feel that issues, such as racism, sexism and homophobia were thoroughly addressed in the training program but feels

	<p>experiences, different ethnic groups, religious perspectives etc</p> <ul style="list-style-type: none"> • Currently lives in a middle income, somewhat diverse neighborhood 	<ul style="list-style-type: none"> • Believes her perception of efficacy towards teaching in an urban school increased after her placements (more secure with herself around students and is re-assured with her own abilities) 	<p>somewhat confident in her ability to effectively address these issues in the classroom</p> <ul style="list-style-type: none"> • Labels the program as more ‘university-centered’ rather than being centered in the community • Does not feel competent with her knowledge and skills upon graduation to teach in an ethnically, linguistically and culturally diverse school
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	4	5	6
B.1	<ul style="list-style-type: none"> • Does not feel that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Does not feel the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that her teacher education program prepared her to effectively handle the challenge of classroom management 	<ul style="list-style-type: none"> • Believes the issue of racism is prevalent in Berlin’s classrooms • Believes the issue of religious intolerance is prevalent in Berlin’s classrooms • Believes the issue of poverty is prevalent in Berlin’s classrooms • Feels as though it is her role as a teacher to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys the belief that one’s socialization / home environment has a greater impact on student learning and academic success and limits what a teacher can achieve • Believes that if she ‘tries really try hard, she can get through to even the most difficult or unmotivated students’ but also fully agrees that ‘a teacher can’t do too much because a student’s motivation and performance depend on his / her home environment’
B.2	<ul style="list-style-type: none"> • Does not feel that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Does not feel the courses in her 	<ul style="list-style-type: none"> • Believes the issue of racism is prevalent in Berlin’s classrooms • Believes the issue of religious intolerance is prevalent in Berlin’s classrooms • Does not believe the issue of 	<ul style="list-style-type: none"> • Conveys the belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success, but feels that discipline at home and the role of

	<p>teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom</p> <ul style="list-style-type: none"> • Believes that her teacher education program prepared her to effectively handle the challenges of classroom management and language issues in the classroom 	<p>poverty is prevalent in Berlin's classrooms</p> <ul style="list-style-type: none"> • Feels as though it is her role as a teacher to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<p>parents are major influencing factors</p> <ul style="list-style-type: none"> • Strongly believes that if she 'tries really try hard, she can get through to even the most difficult or unmotivated students'
B.3	<ul style="list-style-type: none"> • Does not feel that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Does not feel the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Did not address the question of the challenges she believes that her teacher education program prepared her to effectively handle 	<ul style="list-style-type: none"> • Does not feel the issue of racism is prevalent in Berlin's classrooms • Does not feel the issue of religious intolerance is prevalent in Berlin's classrooms • Feels the issue of poverty is prevalent in Berlin's classrooms • Feels as though it is her role as a teacher to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys the belief that one's teaching ability, and not simply socialization / home environments, impact student learning and academic success, but feels that discipline at home and the role of parents are major influencing factors • Believes that if she 'tries really try hard, she can get through to even the most difficult or unmotivated students'
B.4	<ul style="list-style-type: none"> • Feels that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Feels that one course provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom, but also mentions that 'the role of the teacher was 	<ul style="list-style-type: none"> • Does not believe the issue of racism is prevalent in Berlin's classrooms • Believes the issue of religious intolerance is prevalent in Berlin's classrooms • Believes the issue of poverty is prevalent in Berlin's classrooms • Feels as though it is her role as 	<ul style="list-style-type: none"> • Conveys the belief that one's socialization / home environment impacts student learning and academic success and greatly limits what a teacher can achieve • Does not believe that if she 'tries really try hard, she can get through to even the most difficult or unmotivated students'

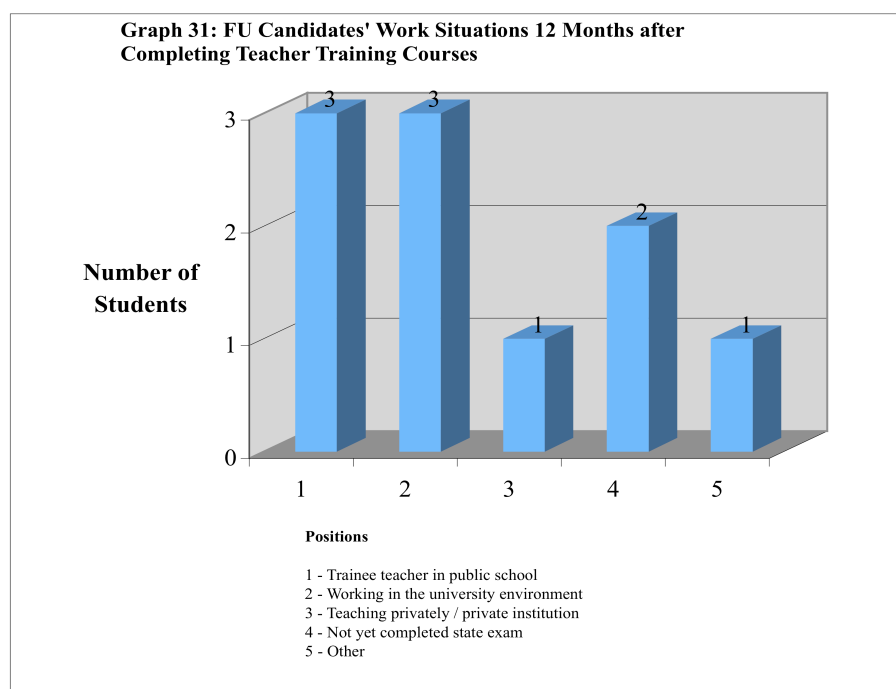
	<p>seldom discussed’</p> <ul style="list-style-type: none"> • Believes that her teacher education program prepared her to effectively handle the challenges of classroom management and teaching to diverse learner groups 	<p>a teacher to help combat social inequality and injustice that occurs because of discrimination in both our school system and society</p>	
B.5	<ul style="list-style-type: none"> • Does not feel that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Does not feel the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that her teacher education program prepared her to effectively handle the challenge of classroom management issues 	<ul style="list-style-type: none"> • Believes the issue of racism is prevalent in Berlin’s classrooms • Believes the issue of religious intolerance is prevalent in Berlin’s classrooms • Believes the issue of poverty is prevalent in Berlin’s classrooms • Does not feel as though it is her role as a teacher to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys the belief that one’s socialization / home environment impacts student learning and academic success and greatly limits what a teacher can achieve • Does not believe that if she ‘tries really try hard, she can get through to even the most difficult or unmotivated students’
B.6	<ul style="list-style-type: none"> • Does not feel that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Does not feel the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom and feels the program and believes the actual situation is very different 	<ul style="list-style-type: none"> • Believes the issue of racism is prevalent in Berlin’s classrooms • Believes the issue of religious intolerance is prevalent in Berlin’s classrooms • Believes the issue of poverty is prevalent in Berlin’s classrooms • Feels as though it is her role as a teacher to help combat social inequality and injustice that occurs because of discrimination in both our 	<ul style="list-style-type: none"> • Conveys the belief that one’s teaching ability, and not simply socialization / home environments, impact student learning and academic success • Does not believe that if she ‘tries really try hard, she can get through to even the most difficult or unmotivated students’

	<p>from what is learned</p> <ul style="list-style-type: none"> • Believes that her teacher education program prepared her to effectively handle the challenge of language issues in the classroom 	<p>school system and society</p>	
B.7	<ul style="list-style-type: none"> • Feels that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Does not feel the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that her teacher education program prepared her to effectively handle the challenge of teaching to diverse learner groups 	<ul style="list-style-type: none"> • Believes the issue of racism is prevalent in Berlin's classrooms • Believes the issue of religious intolerance is prevalent in Berlin's classrooms • Believes the issue of poverty is prevalent in Berlin's classrooms • Feels as though it is her role as a teacher to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys the belief that one's teaching ability, and not simply socialization / home environments, impact student learning and academic success • Believe that if she 'tries really try hard, she can get through to even the most difficult or unmotivated students'
B.8	<ul style="list-style-type: none"> • Does not feel that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Does not feel the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Does not address the question of what skills her teacher education program prepared her to effectively handle in the classroom environment 	<ul style="list-style-type: none"> • Does not believe the issue of racism is prevalent in Berlin's classrooms • Does not believe the issue of religious intolerance is prevalent in Berlin's classrooms • Believes the issue of poverty is prevalent in Berlin's classrooms • Feels as though it is her role as a teacher to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys the belief that one's teaching ability, and not simply socialization / home environments, impact student learning and academic success • Believe that if she 'tries really try hard, she can get through to even the most difficult or unmotivated students'

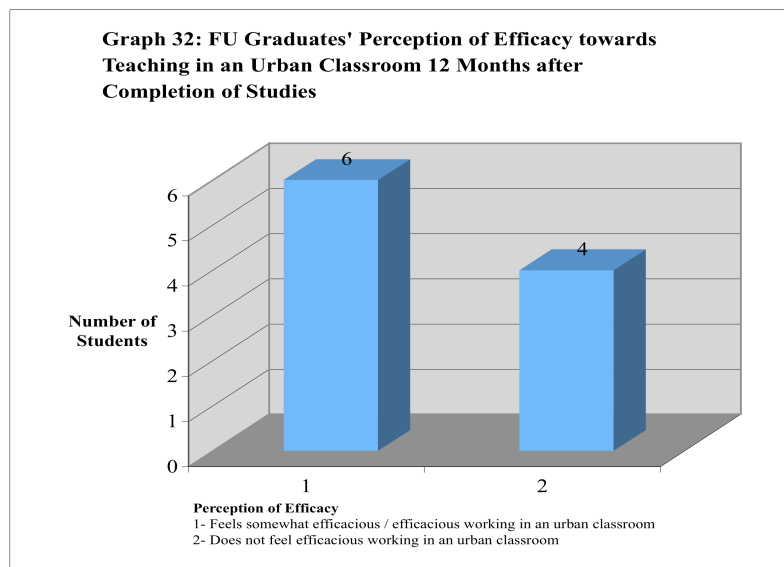
B.9	<ul style="list-style-type: none"> • Does not feel that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Does not feel the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom • Believes that her teacher education program prepared her to effectively handle the challenge of teaching to diverse learner groups 	<ul style="list-style-type: none"> • Believes the issue of racism is prevalent in Berlin's classrooms • Does not believe the issue of religious intolerance is prevalent in Berlin's classrooms • Believes the issue of poverty is prevalent in Berlin's classrooms • Feels as though it is her role as a teacher to help combat social inequality and injustice that occurs because of discrimination in both our school system and society 	<ul style="list-style-type: none"> • Conveys the belief that one's socialization / home environment has a greater impact on student learning and academic success and limits what a teacher can achieve • Believes that if she 'tries really try hard, she can get through to even the most difficult or unmotivated students' but also feels agrees that 'a teacher can't do too much because a student's motivation and performance depend on his / her home environment'
B.10	<ul style="list-style-type: none"> • Does not feel that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment • Does not feel the courses in her teacher education program provided her with a new perspective on what it is to be a teacher in the contemporary urban classroom. She feels she had two really good classes in intercultural education • Believes that her teacher education program prepared her to effectively handle the challenge teaching to diverse learner groups 	<ul style="list-style-type: none"> • Believes the issue of racism is prevalent in Berlin's classrooms • Believes the issue of religious intolerance is prevalent in Berlin's classrooms • Believes the issue of poverty is prevalent in Berlin's classrooms • Feels as though it is her role as a teacher to help combat social inequality and injustice that occurs because of discrimination in both our school systems and society 	<ul style="list-style-type: none"> • Conveys the belief that one's teaching ability, and not simply socialization / home environments, impact student learning and academic success, but feels that discipline at home, and the home environment are influencing factors • Does not believe that if she 'tries really try hard, she can get through to even the most difficult or unmotivated students'

10. Candidates' Journey Beyond the University and their Perception of Efficacy Twelve Months After Completion of their Courses

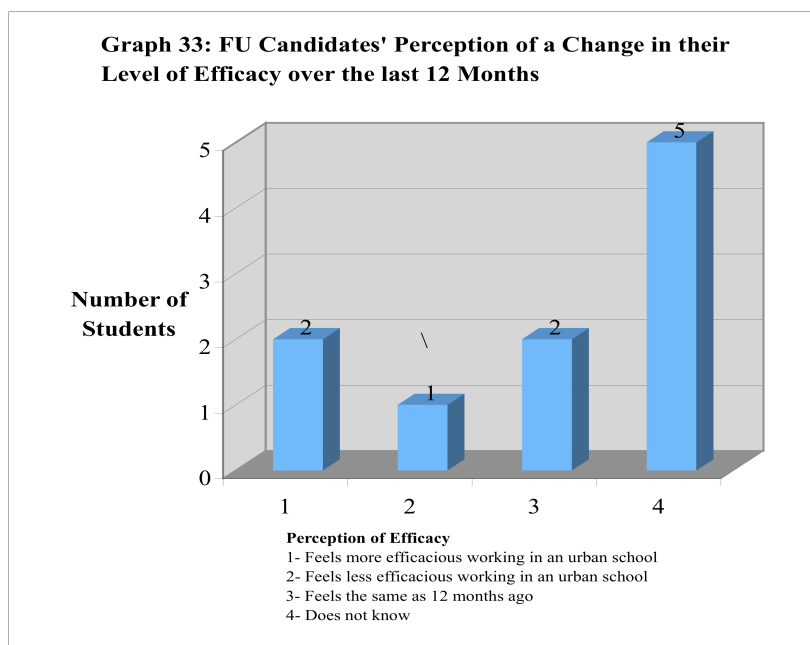
Twelve months following completion of their teacher training courses, the candidates from both universities were involved in realms in and outside of the profession of teaching. The journey from the university to the workforce has many paths, and the candidates from the two schools of education conveyed this. Graph 31 depicts the work situations of the FU Berlin candidates twelve months after completing their teacher training courses.



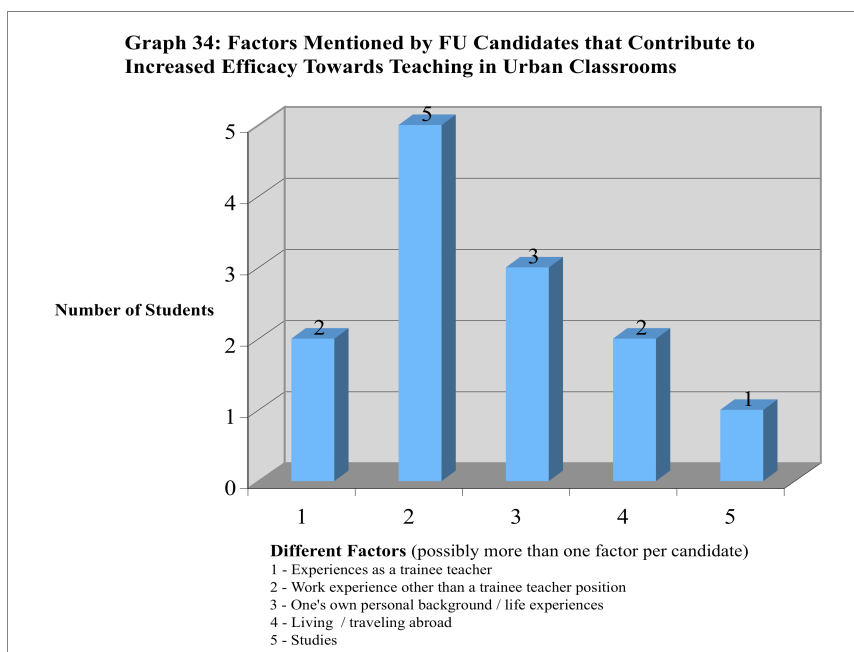
Three candidates had initiated their teaching careers as trainee teachers; three were working within the university environment; one candidate was tutoring privately; two candidates were in the process of preparing for the State exam; and one candidate was waiting to secure a position after the completion of her studies. All of the ten candidates were still in positions involved in the realm of teaching.



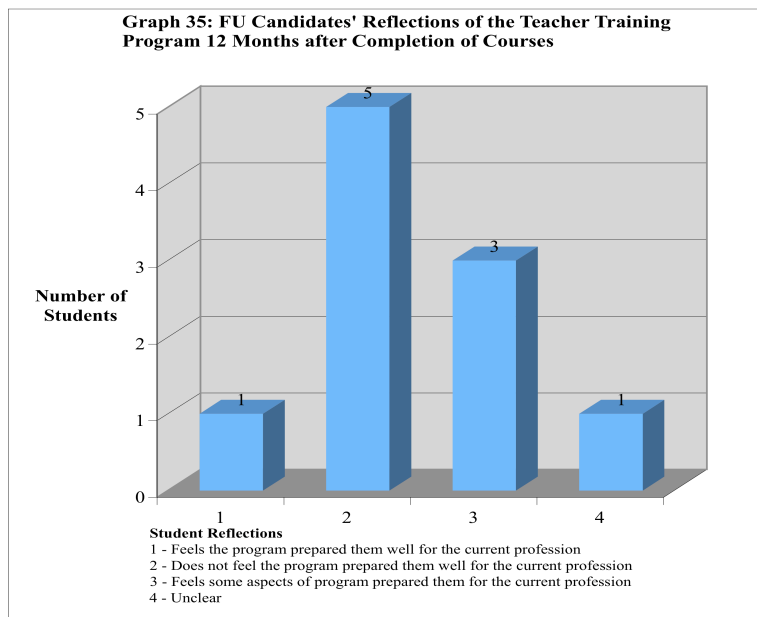
Twelve months after the completion of their teacher training courses at the FU Berlin, six of the ten candidates felt they were efficacious or somewhat efficacious working within an urban classroom and four candidates felt they were not (conveyed in graph 32). When questioned whether they feel their perception of efficacy towards working in an urban classroom has changed over the past twelve months, two candidates felt they were more efficacious; one candidate stated they felt less efficacious; two candidates felt equally as efficacious; and five candidates didn't know whether or not their level of efficacy had changed.



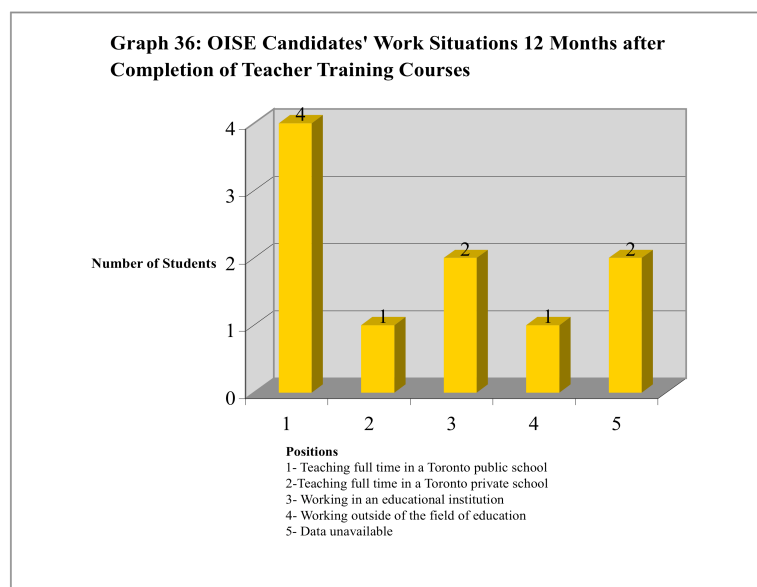
Candidates from the FU Berlin mentioned numerous factors that have impacted their perception of efficacy over the twelve months. Practical experiences (mastery experiences) played a key role for the majority of candidates' efficaciousness towards teaching in an urban classroom. Work experiences, in and outside the classroom, established a foundation of practical skills and knowledge that can be applied within different areas of the profession and increase efficacy. Seven candidates mentioned work experiences as the component that has increased their perception of efficacy the most; three candidates stated their own personal background / life experiences have made them more efficacious towards working in an urban classroom; two candidates listed living / traveling abroad; and one candidate mentioned their previous studies as a factor influencing their perception of efficacy (depicted in graph 34).

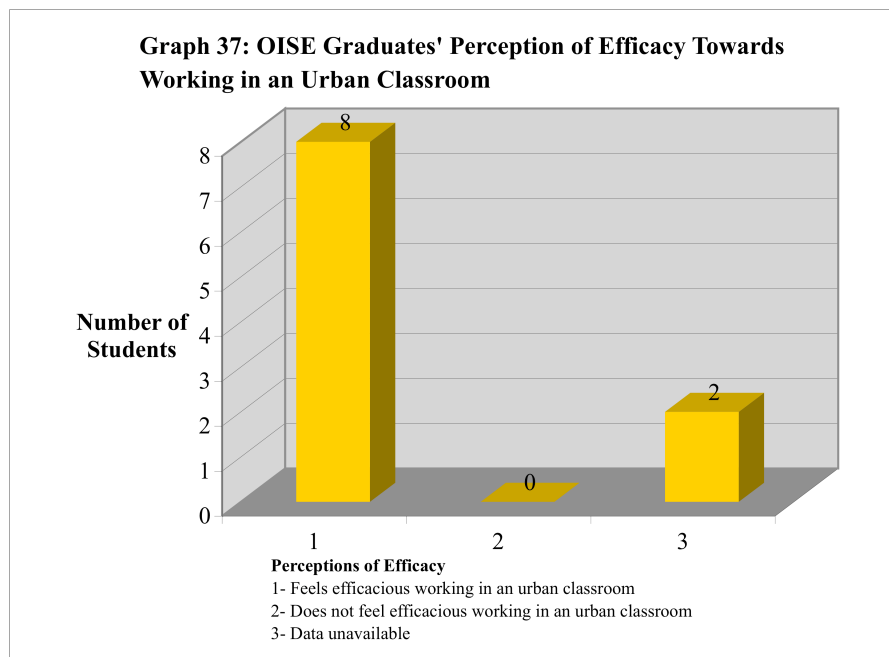


Graph 35 conveys the FU candidates' reflections on their teacher training program twelve months after completion of their courses. One candidate feels their training program prepared them for the current profession; five candidates feel unprepared by their program for the profession; three believe some aspects of the program were beneficial; and one candidate's opinion was unclear.



OISE candidates revealed various paths on their transition from the university to the classrooms as well. Graph 36 conveys the current work status of the OISE candidates twelve months after the completion of their program. Four of the candidates secured full time teaching positions in public high schools within the Toronto district school board; one candidate is working in a full time position in a Toronto private school; three are teaching in educational institutions outside of a school (such as an adult learning centre); one had returned to their previous job unrelated to teaching; and the data from two candidates is unknown.

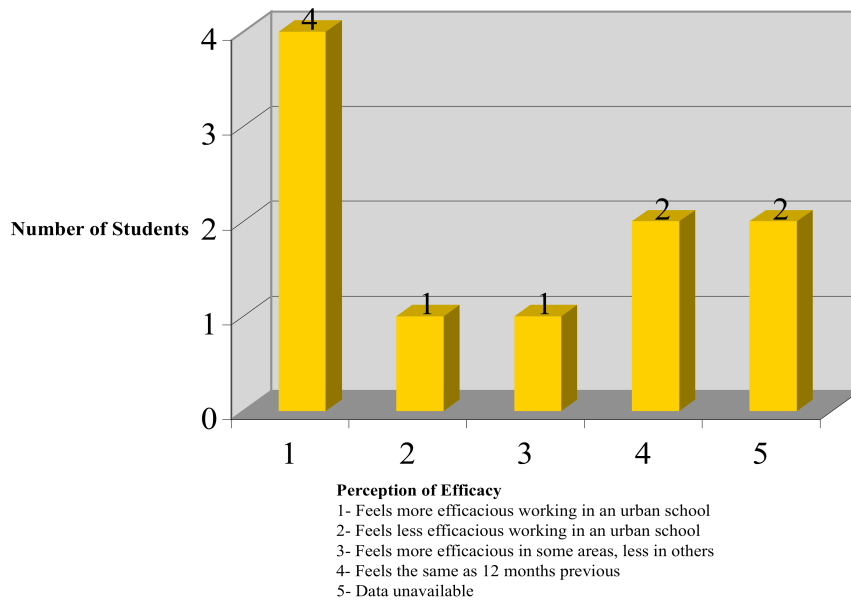




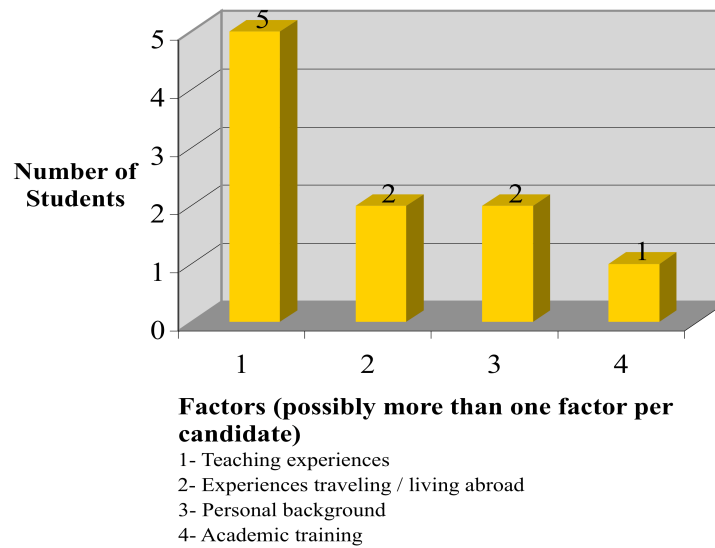
Twelve months after completing their teacher training program, eight out of the eight OISE candidates who responded to the second questionnaire felt efficacious working in an urban school (graph 37, above). When questioned on whether their perception of efficacy has changed over the last twelve months, four OISE candidates stated they felt more efficacious than twelve months earlier; one candidate felt less efficacious; one candidate believed they were more efficacious in some areas but less in others; two felt the same as upon graduation; and the data is unavailable for the final two candidates (graph 38).

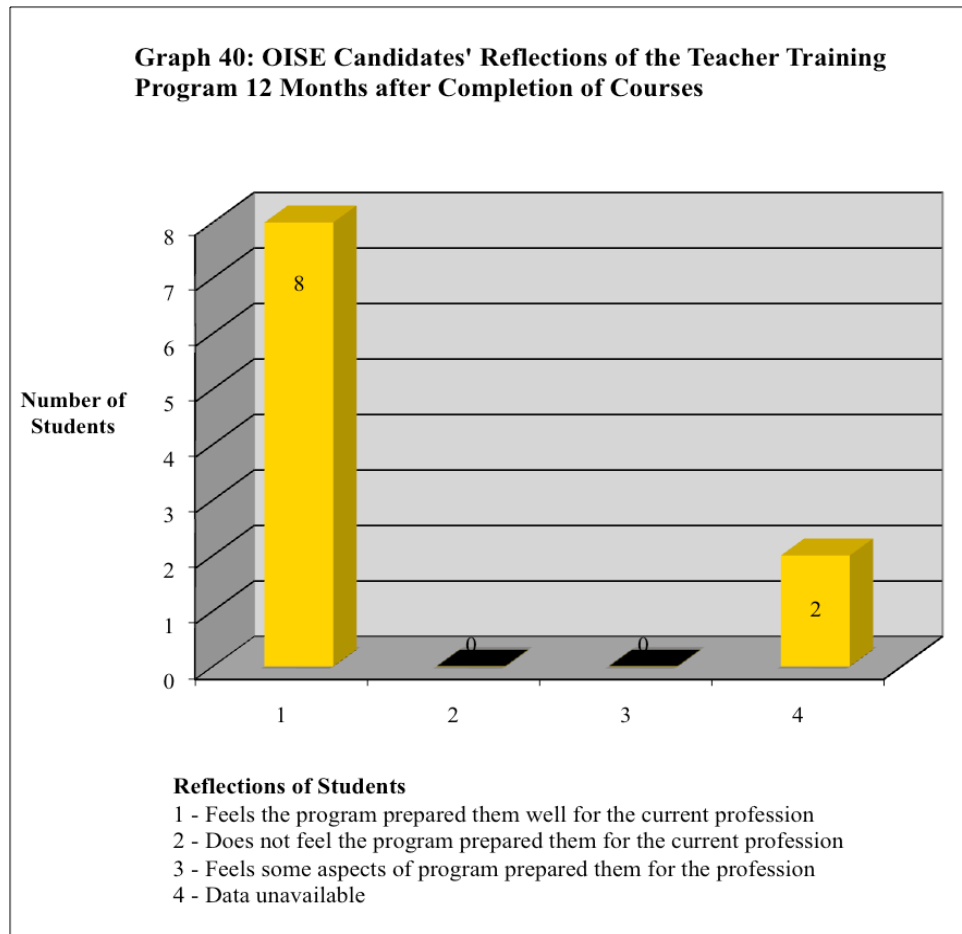
The major contributing factors listed for an increase in the perception of efficacy towards working in an urban classroom by the candidates from OISE candidates were: teaching experiences (listed by five candidates); experiences traveling / living abroad (two candidates); personal experiences (two candidates); and academic training (one candidate). (Graph 39)

Graph 38: OISE Candidates' Perception of a Change in Efficacy in the 12 Months following Completion of Studies



Graph 39: Factors Mentioned by OISE Candidates that Contribute to Increased Efficacy Towards Teaching in Urban Classrooms





Upon reflection of their teacher training program twelve months after completion, eight of the eight candidates (100%) who participated in the second questionnaire felt their program prepared them well for the current profession.

10.1 FU Berlin Case Study Profiles

Candidate Profile B.1:

Upon graduation B.1 did not feel her program had thoroughly discussed major issues relating to urban education. She grew up in a rural environment, which she feels did not encompass diverse experiences, religious perspectives or different ethnic groups. After finishing her course requirements for her teacher training program, which took over five years to complete, she had completed four 4-5 week school placements. At least one of which was located at a school that could be characterized as 'urban' but did not believe her perception of efficacy increased after her practical experiences in schools. Upon completion, B.1 described her training program as mostly theoretical and did not feel competent with her knowledge and skills to teach in an ethnically, linguistically and culturally diverse school. She did not feel that the skills learned in her program could be directly applied to the classroom environment, nor did she believe that the program offered her a new perspective on what it is to be a teacher in a contemporary urban classroom. She believed that the program prepared her for the challenge of classroom management issues.

Upon completion of her courses, B.1 was aware of the prevalence of racism, religious intolerance, and issues relating to poverty, which affect many aspects of the education process and learning institutions. As a new teacher entering the workforce, she believed that a student's socialization / home environment has a greater impact on a student's learning and academic success than what a teacher can achieve in a classroom. Although she stated that she believed that if she 'tries really hard, she can get through to even the most difficult students' she also agreed with the statement 'a teacher can't do too much because a student's motivation and performance depends on his / her home environment.'

After completing her studies, B.1 started working as a research assistant at a university in Berlin. She stated it was 'a challenging time full of new experiences and unacquainted tasks outside my field.' She feels as though she should have taken some time off because she 'has the impression that she just recovered from the examination efforts – one year after the examination period.' This illustrates that the exam period and successful completion of the program was a very stressful time for B.1. She is now teaching an intensive workshop for BA students. She feels the experience she is gaining through this professional practice will help prepare her for her future teaching career. Upon completion of her courses, B.1 did not feel very efficacious towards working in an urban school. A year later, she still does not feel competent with her own skills and knowledge from her program and from her experiences following completion to successfully teach in an urban school. She chose not to answer the question whether or not her perception of efficacy had increased over the past twelve months but stated that her perception of incompetence stems from her lack of preparation in her training program and only having a limited amount of practical experiences to gain knowledge and skills from. When asked to reflect on her program, B.1 stated 'she can put both her experiences and didactic qualifications from her studies to good use.' But also wrote that 'without her experiences (post completion), she would not feel qualified enough to teach at a city school with all its diversities and the complex learning conditions.'

Candidate Profile B.2:

Upon completion of her courses in her training program, B.2 did not feel her program had thoroughly discussed major issues relating to urban education. She grew up in a rural environment, which she does not feel encompassed diverse experiences, religious perspectives or different ethnic groups. She currently lives in a neighborhood that she classifies as middle to high income, with little diversity. After completing her teacher training program, which took over five years to finish, she had completed three 4-5 week school placements, none of which were in schools that could be characterized as 'urban'. She did not believe her perception of efficacy increased after her practical experiences in schools. Upon completion, B.2 described her training program as mostly theoretical, estimating that 0-25 percent of the course content incorporated issues relating to intercultural or urban education. She felt somewhat competent with her knowledge and skills to teach in an ethnically, linguistically and culturally diverse school, but did not feel that the skills learned in her program could be directly applied to the classroom environment nor did she believe that the program offered her a new perspective on what it was to be a teacher in a contemporary urban classroom. She believed that the program prepared her for the challenge of classroom management issues.

Upon completion of her courses, B.2 was aware of the prevalence of racism, religious intolerance, and issues due to poverty, which affect many aspects of the education process and learning institutions. As a new teacher entering the workforces, she believed that a student's socialization / home environment has a greater impact on a student's learning and academic success than what a teacher can achieve in a classroom. Although she stated that she agrees with the statement 'if she tries really hard, she can get through to even the most difficult students' she also stated that she agrees that 'a teacher can't do too much because a student's motivation and performance depends on his / her home environment.'

After completing her studies, B.2 started working as a trainee teacher in a Gymnasium in Zehlendorf, Berlin. She found the process of finding a job somewhat challenging but in the end was successful and was pleased that she was able to remain in Berlin. She likes her position and feels very satisfied with the job, but finds the demand of working six hours, having seminars, preparations for her classes, supervised teaching practice etc. stressful. She states that she thinks that 'the seminars are partly unnecessary and a time-consuming burden distracting her from teaching in class.'

Upon graduation, B.2 did not feel very efficacious towards working in an urban school. A year later, she states that she still does not consider herself competent since she has such limited experience in the field and believes that 'as long as the proportion of diversity in the classroom isn't so high, then she feels as though she wouldn't have too many problems.' She commented on the fact that through her experiences, she has noticed that she learns mainly through the 'trial and error' method. She feels as though she makes many mistakes in the planning stages and in the execution of her teaching tasks, but believes that she 'learns from every mistake and improves constantly.'

When asked to reflect on her program, B.2 states that she feels the program 'misses the point on how to prepare teachers for their profession. They lack practical experience and, above all, psychological and pedagogical training.' She continues on by commenting on her feelings about the lack of knowledge on her subject matter. She states that 'the students are equipped with a high level of knowledge and thinks that it is useful since lecturers aim at preparing their students for their professional studies. However, they do not invest enough time in the basic knowledge from schoolbooks. There is a lack of general knowledge in Biology and German!!! Of course, they can acquire this kind of knowledge on their own – but there is no time for that!' This point articulates the frustration felt by new teachers to know both the new topics that they are expected to teach, as well as having the knowledge and skills to teach effectively.

Teaching material and resources is the next point of frustration for B.2. She articulates that she feels the trainee teacher's main problem is that they do not have any applicable teaching material when they start their career. She states that 'during the studies, one is not advised which teaching material to use or not told where you can obtain the teaching material from. You are not told how and why you should obtain it and how to put it into good use. Didactics taught at university lack in practical relevance and are not activity-oriented. In class, Didactics and Pedagogy are closely related to each other. This should be taken into consideration already during the education studies at university.'

Her last point is about teaching to the needs of the individual classroom context. Despite how one plans, understanding the needs of the students within the classroom environment is a vital skill to learn. She states that her 'didactics / methods also depends on the students in her class (restless, rather lazy, unconcentrated or highly motivated etc.) and what kind of a pedagogical impression she wants to make on them (e.g. to motivate them to show more responsibility, efforts, interest, commitment).' B.2 depicts professional growth through the journey from the university to the classroom. She outlines challenges that are common to new teachers anywhere (finding a job, learning through trial and error etc) but writes about her new experiences as a teacher with an overall sense of satisfaction and optimism.

Candidate Profile B.3:

Upon completion of her courses, B.3 felt as though her program had thoroughly discussed major issues relating to urban education. She grew up in an urban environment, which she feels encompassed diverse experiences, religious perspectives and different ethnic groups, and is now residing in a neighborhood that she classifies as middle income, with a somewhat diverse population. After completing her teacher training program, which took over five years to finish, she had completed three 4-5 week school placements. At least one of which was at a school that could be characterized as 'urban' and through her experiences in the schools, believed that her perception of efficacy increased because she felt she had a better understanding of the students.

Upon completion of her courses, B.3 described her training program as mostly theoretical and estimated that between 0-25 percent of the courses incorporated issues relating to urban or intercultural education. She felt somewhat competent with her own knowledge

and skills to teach in an ethnically, linguistically and culturally diverse school and attributed these feelings to her own life experiences, prior work experiences, and personal background. Upon completion of her courses, she did not feel that the skills learned in her program could be directly applied to the classroom environment, nor did she believe that the program offered her a new perspective on what it is to be a teacher in a contemporary urban classroom.

Upon completion of her teacher training courses, B.3 did not feel the issues of racism or religious intolerance were prevalent in Berlin schools, but felt the issue of poverty was prevalent. She believed that one's teaching ability, and not simply a student's socialization / home environment impacts the learning process and academic success of students, but also believed that discipline at home and the role of parents are major influencing factors to a student's academic success. She stated that she agreed with the statement 'if she tries really hard, she can get through to even the most difficult students'.

A year after completing her studies, B.3 feels as though her life has changed considerably. Due to a job offer as a research assistant, she moved from Berlin to Bremen. Her current job has got 'nothing to do with teaching', and states that 'this offers her much satisfaction'. She articulates that she 'does not like looking back on my studies at all. Especially, the examination period was absolutely terrible. My life is much more pleasant now.' She does not feel as though she has gained skills that will assist in the profession of teaching over the last twelve months. She would like to do an apprenticeship at the university next year, but she feels that is 'quite different than teaching at a school'. In response to the question addressing her perception of efficacy twelve months after completion of her mandatory course requirements, B.3 states that since she 'grew up in a multicultural environment and has a migration background, so she does not think that it will be difficult for her to teach children with a migration background. But she is not sure because she does not work as a teacher yet.' This is the first instance B.3 mentions having a migration background; in the initial questionnaire she did not self-identity with any racial / ethnic groups and is a German native speaker. B.3 describes that despite her lack of experience in such environments, her own personal background enhances her perception of efficacy towards working in classrooms with cultural, religious, and linguistic diversity.

Upon completion of her courses, B.3 felt somewhat efficacious towards working in an urban school. A year later, she describes her perception of efficacy as the same as it was twelve months previous because she 'hasn't really been confronted with the issues in the field'. She feels that if she had started her career as a trainee teacher upon completion, she would have had to think more about the issues surrounding her own perception of efficacy because she would be confronted with such topics.

When asked to reflect on her program, B.3 stated that her studies in the field of political science prepared her for the path as a doctorate student. She hopes that the knowledge she has learned in her training program will also be of assistance in her apprenticeship. She does not mention anything regarding her courses in the teacher training program.

Candidate Profile B.4:

Upon graduation B.4 did not feel her program thoroughly discussed major issues relating to urban education. She grew up in an urban environment, which she feels encompassed diverse experiences, religious perspectives and different ethnic groups. She currently resides in a neighborhood that she classifies as low income, and very diverse. Upon completion of her mandatory course requirements for her program, which took over five years to finish, she had completed three 4-5 week school placements. At least one of which was located at a school that could be characterized as an 'urban' school and believed her perception of efficacy increased after her practical experiences in the schools. She felt school placements increased her confidence and enhanced her ability to deal with problems and issues relating to teaching. Upon completion, B.4 described her training program as a mixture of theory and practice, and felt competent with her own knowledge and skills to teach in an ethnically, linguistically and culturally diverse school. She attributed her efficaciousness to previous work and previous educational experiences. She believed that the skills she learned in her program could be directly applied to the classroom environment, and felt that one course in the program offered her a new perspective on what it is to be a teacher in a contemporary urban classroom. She believed that the teacher training program prepared her to effectively handle the challenges of classroom management and teaching to diverse learning groups.

Upon completion of her courses, B.4 did not feel the issue of racism was prevalent in Berlin schools, but the issues of religious intolerance and poverty were. She believed that a student's socialization / home environment impacts student learning and academic success and greatly limits what a teacher can achieve in the classroom and did not agree with the statement that 'if she tries really hard, she can get through to even the most difficult students.'

B. 4 characterized the journey from the university as 'very stressful'. Before her exams, B.4 was offered a job in another city so found 'the commute between the two extremely exhausting.' She describes how 'the federal examination office in Berlin was not cooperative at all' and refused to be flexible with exam dates or help provide her with the necessary confirmation of completion within a specific timeframe.' Such experiences reinforce the bureaucratic trials and tribulation on the journey from the university to the workforce. In the twelve months following completion, B.4 has gained experience working within the university environment. She considers herself as 'mediocrity qualified' to teach in urban schools. She feels her personal background of growing up in Berlin and her previous work experience of teaching language classes in a Hauptschule 'with 100% of students from non-German background' has better prepared her than those without such experiences. But she adds that 'teaching there (in urban schools) is still difficult, even for people who are very experienced in this area.'

Upon completion of her courses, B.4 felt efficacious towards working in an urban school. A year later when asked if her perception of efficacy has increased, she responded that she cannot say if it has or has not. Reflecting on her program, she does not feel her teacher training program prepared her well. She states that with two exceptions, her didactic

classes were 'very bad' but feels the knowledge that she gained through her studies can be applied very well to her work.

Candidate Profile B.5:

Upon completion of her university courses, B.5 did not feel her program thoroughly discussed major issues relating to intercultural or urban education. She grew up in an urban environment, which she feels encompassed diverse experiences, religious perspectives and different ethnic groups. She classifies the neighborhood in which she currently resides as middle income and somewhat diverse. Upon completion of her teacher training program, which took over five years to finish, she had done three 4-5 week school placements. At least one of which was located at a school which could be characterized as 'urban,' but did not believe that her perception of efficacy increased after her practical experiences. Upon completion of her courses, B.5 described her training program as being very theoretical and estimated that between 0-25 percent of the courses incorporated issues relating to intercultural or urban education. She did not feel competent with her own knowledge and skills to teach in an ethnically, linguistically and culturally diverse school upon graduation and at this point, did not feel as though the skills she learned in her program could be directly applied to the classroom environment, nor did she believe that the training program offered her a new perspective on what it was to be a teacher in a contemporary urban classroom. She felt that the teacher training program prepared her to effectively handle the challenges of classroom management issues.

B.5 was aware of the prevalence of racism, religious intolerance, and issues relating to poverty upon completion of her courses, which affect many aspects of the education process and learning institutions, but did not feel it was the role of the teacher to help combat social inequality and injustice that exist in schools and society. She believed that a student's socialization / home environment impacts student learning and academic success and greatly limits what a teacher can achieve in the classroom. She did not agree as a new teacher entering the workforce with the statement 'if she tries really hard, she could get through to even the most difficult and unmotivated students.'

After completion of her courses, B.5 entered a field other than teaching and started working at a bookstore. She was offered an apprenticeship but characterized it as 'not a success' and decided to return to teaching, which she felt had 'been the right choice.' After being rejected as a trainee teacher in both Berlin and Brandenburg, she started working as a private tutor for several institutes. She enjoys the work and has had good experiences so far. She likes teaching all different types of students and feels it is good preparation for the school environment. She comments quite a bit on the difference between teaching in a mixed ability larger group and being a private tutor for one student. Her current experiences offer her insight into how one responds to students' needs and what a teacher can achieve in various learning environments.

Upon completion of her courses, B.5 did not feel efficacious towards working in an urban school. A year later when asked how competent she now felt about working in a very

diverse classroom, she responded very positively. 'I consider myself well suited for it. I have an open and positive personal attitude towards different cultures. During my studies, I attended classes dealing with intercultural education. But I regard them as not so practice-oriented. I guess my curiosity and the joy of teaching children from different cultural backgrounds make the job easier for me.' Her statement reflects enjoyment towards teaching, despite feeling as though she lacks practice-orientated learning experiences. In response to whether her perception of efficacy has increased over time, she doesn't give a direct answer but instead draws on her own personal insight of what she has learned through her teaching experiences. She presents examples of how teaching has enlightened her about how to implement her knowledge in a practical way and increased her understanding and sensitivity to the correlation between social class and educational experiences / academic outcomes. She concludes with the statement: 'what is also noticeable is that the children and teenagers I take care of are EMOTIONALLY abandoned. According to my experience, this category often outshines cultural and linguistic difficulties and can be observed in all social classes!!!' Her statements all reflect important factors about the professional realm of schools and schooling.

Reflecting on her teacher training program, B.5 stresses the knowledge she learned through her studies focused on core subject knowledge (History and English), as well as Psychology, rather than courses relating to pedagogy. She feels as though the knowledge and skills gained through her History and Psychology courses benefit her the most in her current profession. She states that her internships were of some assistance, as were her didactics classes. But in conclusion, she feels that it is her current experience, the practical experiences of teaching, which is preparing her the most for her future career as a teacher.

Candidate Profile B.6:

Upon completion of her studies, B.6 did not feel her program had thoroughly discussed major issues relating to urban education and did not feel confident with her knowledge and skills to teach in an ethnically, linguistically and culturally diverse classroom. She grew up in an urban environment, which she feels encompassed diverse experiences, religious perspectives and different ethnic groups. She currently lives in neighborhood that she classifies as low to middle income and very diverse. After completing her teacher training program, which took over five years to finish, she had done three 4-5 week school placements; at least one of which was in a school that could be characterized as 'urban'. She believed that her perception of efficacy increased after her practical experiences in schools because she felt more comfortable in an authority position, had more confidence in her ability to convey knowledge, and had a better understanding of the challenges of being a teacher. Upon completion, B.6 described her training program as mostly theoretical, and estimated that between 0-25 percent of the courses incorporated issues relating to intercultural or urban education. She did not feel that the skills learned in her program could be directly applied to the classroom environment nor did she believe that the program offered her a new perspective on what it was to be a teacher in a contemporary urban classroom. She believed that the program prepared her for the challenge of language issues in the classroom.

Upon completion of her training courses, B.6 was aware of the prevalence of racism, religious intolerance, and issues relating to poverty, which affect many aspects of the education process and learning institutions. She believed that one's teaching ability, and not simply student's socialization / home environment, impacts student learning and academic success. As a new teacher heading into the field of education, she did not agree with the statement 'if she tries really hard, she can get through to even the most difficult and unmotivated students.'

B.6 describes the time following the completion of her studies as 'eventful' due to her new job as a trainee teacher in North Rhine-Westphalia, which forced her to start anew 'both privately and professionally.' B.6 started as a trainee teacher in August 2008 and describes it as 'a positive learning experience.' She comments on her position as a trainee teacher in detail, which according to B.6 was a smooth method of transition from the university to the classroom. She had a clear idea of the expectations of her and felt that the three week preparatory seminar not only provided her with clear insight into what was ahead, but gave her the opportunity to connect with other trainees and develop a support network with those experiencing teaching for the first time. She states that 'this is very important!'

She discussed the difference between her 'real classes' verses supervised classes and the benefits of receiving feedback from a mentor or 'real' teacher. She feels that the constant feedback 'really helps her improve her lessons.' But she enjoys her unsupervised lessons because she feels they are less strenuous due to the fact that 'no one is watching her or judging her.' She is satisfied with the job and feels as though she has a good rapport with her class. She describes one major difficulty of being a new teacher, 'I think the difficulty of being a teacher is that you never have free time. I have difficulties separating my professional and private lives and I will probably never learn it. Many teachers at my school work to the breaking point and work late hours every day.'

Upon completion of her courses, B.6 did not feel efficacious towards working in an urban school. A year later, she feels that she is 'quite well trained and sensitized in the area of multicultural teaching compared to my fellow trainee teachers who studied in smaller towns.' She attributes this to her own personal experiences of living abroad and attending seminars dealing with multicultural issues. She also mentions she studied Deutsch als Fremdsprache (German as a foreign language). But states that there is still situations in class where she doesn't know how to react (she doesn't specify situations).

She believes that her perception of efficacy has increased over the twelve months following completion. She states that she has experienced 'specific situations at school where different backgrounds played a role. It does not really make sense to talk about it in an abstract way. Therefore, it is much more important that those who already work as teachers and have specific practical experience continue their studies constantly.'

When asked to reflect on her program, B.6 clarifies that, 'first of all: my school (current school) is a Gesamtschule (comprehensive school) in a very rural area! Therefore, it is certainly (culturally) less diverse and complex compared to schools in urban areas.' She obviously feels this is an important fact to clarify due to the difference of the type of

experiences faced for new teachers in rural versus urban schools. Reflecting on her program, she simply states her 'knowledge along with her skills obtained from her studies are just peripherally important for schools. However, she has learned to absorb knowledge quicker, and this is helpful.'

B.6's journey from the university to the classroom is conveyed as smooth and satisfying. She had the opportunity to build a network prior to starting as a trainee, which has provided her with a support circle to help share the difficult and rewarding times. She has a supervising teacher who plays an active role in her professional development as a new teacher and provides continual feedback on her teaching. And she enjoys her job and the relationship she has with her new students. Her final remark commenting on the fact that she works in a rural high school and not an urban one is important to consider though- this is one of the fundamental reasons why the discourse of urban education exists.

Candidate Profile B.7:

Upon completion of her courses, B.7 did not feel her program had thoroughly discussed major issues relating to urban education and was not confident with her knowledge and skills to teach in an ethnically, linguistically and culturally diverse classroom. She grew up in an urban environment, but does not feel her upbringing encompassed diverse experiences, religious perspectives or different ethnic groups. She currently lives in a neighborhood that she considers to be lower income and very diverse. After completing her teacher training program, which took over five years to finish, she had done three 4-5 week school placements; at least one of which was in a school that could be characterized as 'urban'. She believed that her perception of efficacy increased after her practical placements because of her increased confidence in her ability to teach and her understanding of her role as a teacher. Upon completion of her courses, B.7 described her training program as theoretical, and estimated that between 0-25 percent of the courses incorporated issues relating to intercultural or urban education. She felt that the skills she learned in her program could be directly applied to the classroom environment, but did not believe that the program offered her a new perspective on what it was to be a teacher in a contemporary urban classroom.

Upon completion of her program, B.7 was aware of the prevalence of racism, religious intolerance, and issues due to poverty, which affect many aspects of the education process and learning institutions. She believed that one's teaching ability, and not simply a student's socialization / home environment, impacts student learning and academic success. As a new teacher, she agreed with the statement that 'if she tries really hard, she can get through to even the most difficult and unmotivated students'.

At the time of completing the second survey, B.7 had not yet finished the State exam. She was anticipating that by the end of the semester, she would 'have it behind her'. She mentions her study colleagues' experiences in her response and states that: 'some of my fellow students have already started working as a trainee teacher and have made different experiences. Most of them feel abandoned by their mentors and are partly overstrained.'

Her comments do not depict a sense of enthusiasm for starting into the profession of teaching.

Upon completion of her courses, B.7 felt somewhat efficacious towards working in an urban school but lacked confidence in dealing with complex issues that might arise. B.7 mentions her personal experiences in her practicum in Gymnasiums, which involved students from different cultural, linguistic or religious backgrounds, and how such diversity provided learning opportunities to allow students to present different perspectives. She did not feel it 'lead to difficulties in the class at all' but she also mentions how 'this is not always possible - and probably was an exception.' B.7 depicts doubt towards the ability to have such situations occur regularly in a diverse classroom.

Twelve months after completing the first survey, B.7 doesn't believe her level of efficacy has increased because she has not been teaching. When asked to reflect on her program, she hopes that she will be able to 'combine the knowledge and experiences obtained from my studies with my everyday school life (not necessarily with the preparation of the topics for every single lesson).' She states that 'it would be devastating, if my knowledge in the area of gender-oriented teaching, pedagogical psychology, methodology and didactics could not be applied properly.' B.7 has yet to gain experience in the daily workings of the classroom and in the profession of teaching but her comments reflect hope that the skills and knowledge obtained through her teacher training program will be able to be applied to the classroom when needed.

Candidate Profile B.8:

Upon completion of her teacher training program, B.8 did not feel her program had thoroughly discussed major issues relating to urban education but felt somewhat confident with her knowledge and skills to teach in an ethnically, linguistically and culturally diverse classroom. She grew up in a rural environment, which did not encompass diverse experiences, religious perspectives or different ethnic groups. She currently lives in neighborhood she classifies as lower income and very diverse. After completing her teacher training program, which took over five years to finish, she had done four 4-5 week school placements; at least one of which was in a school that could be characterized as 'urban'. She believed that her perception of efficacy increased after her practical experiences because she felt she better understood the reality of the contemporary urban classroom. Upon completion of her courses, B.8 described her training program as a mixture of theory and practice and estimated that between 25-50 percent of the courses in the program incorporated issues relating to intercultural or urban education. She did not feel that the skills learned in her program could be directly applied to the classroom environment nor did she believe that the program offered her a new perspective on what it is to be a teacher in a contemporary urban classroom.

Upon completion of her training courses, B.8 did not think that the issues of racism and religious intolerance were prevalent in Berlin schools. She did believe, however, that poverty was a prevalent issue and felt it was her role as a teacher to help combat social

inequality and injustices. She believed that one's teaching ability, and not simply student's socialization / home environment, impacts student learning and academic success. As a new teacher heading into the profession, she agreed with the statement that 'if she tries really hard, she can get through to even the most difficult and unmotivated students'.

When B.8 completed the second questionnaire, she had just written her final exam the previous month and was waiting for a job offer as a trainee teacher. She was confident that she would be offered a position starting in August 2009 and was enjoying her time off upon completion. Over the twelve months she had helped organize a workshop for school staff and took care of students taking part in the Deutsch-Olympiade (German language Olympics). She felt these were useful experiences because she 'was in touch with students and noticed how much she enjoy working with them.'

Upon completion of her courses, B.8 felt somewhat efficacious towards working in an urban school. A year later, she feels less efficacious because she feels her 'studies were not specific enough in terms of methodology / didactics.' and believes she lacks the practical experience which is needed. She thinks her required practicum placements in her studies 'were not sufficient enough to put the theory to the test and become more self-confident.' She does feel, however, that the experiences over the last year working with students have helped 'overcome her anxiety about working with students with different cultural / linguistic / religious backgrounds.'

When asked to reflect on her program, B.8 states that she is 'not well prepared for entering her career.' She feels that she is very well trained in her subject-specific knowledge but does not think that she was able to gain enough practical teaching experience during her studies to feel confident in the 'everyday school life as a teacher'. She believes that 'the training has nothing to do with the everyday school life' and feels that she 'did not learn anything about her future role as a teacher.' She comments on how she does not feel prepared to deal with complex learning conditions, especially at schools in urban areas and that she didn't learn to address conditions such as those in her methods / didactic courses in the training program.

Candidate Profile B.9:

Upon completion of her courses, B.9 did not feel her program had thoroughly discussed major issues relating to urban education and was not confident with her knowledge and skills to teach in an ethnically, linguistically and culturally diverse classroom. She grew up in an urban environment and feels her upbringing encompassed diverse experiences, religious perspectives and different ethnic groups. She currently lives in a neighborhood that she classifies as lower income and very diverse. After completing her teacher training program, which took between four and five years to finish, she had completed three 4-5 week school placements; at least one of which was in a school that could be characterized as 'urban.' She believed that her perception of efficacy towards teaching in an urban school increased after her practical experiences because it enhanced her understanding about her personality as a teacher and the relationship that can be established with students. Upon

completion of her courses, B.9 described her training program as 'much too theoretical', and estimated that between 0-25 percent of the courses incorporated issues relating to intercultural or urban education. She didn't feel that the skills learned in her program could be directly applied to the classroom environment nor did she believe upon completion of her courses that the program offered her a new perspective on what it was to be a teacher in a contemporary urban classroom. She felt that the teacher training program prepared her the challenge of teaching to diverse learner groups.

B.9 believed that the issues of racism and issues relating to poverty were prevalent in Berlin classrooms, but did not feel that religious intolerance was a prevalent issue. As a new teacher heading into the workforce, she believed that a student's socialization / home environment has a greater impact than teaching ability on academic success and limits what a teacher can achieve. She stated that she agreed with the statement that if she 'tries really hard, she can get through to even the most difficult and unmotivated students' but also believed that 'a teacher can't do too much because a student's motivation and performance depends on his / her home environment.'

Twelve months after completing the initial questionnaire, B.9 is working within a school. She stated that she had to start work right away and worked as a substitute teacher and is now a trainee teacher. She enjoys her work but feels 'neither the studies nor the final exams could have prepared her for her job as a teacher.' She mentions it is very time-consuming, and the strategies she uses within the classroom have been developed through her own experiences in the field.

Upon completion of her courses, B.9 did not feel efficacious towards working in an urban school. Twelve months later, she states that she now feels competent working in such an environment due to her own experiences. She adds that the seminars within her studies were 'not helpful.' She also mentions that her perception of efficacy has changed a little but her current school is quite homogenous and doesn't provide her with these types of experiences. It has been her own contact with people from other cultures that has contributed to her perception of competence.

When asked to reflect on her program, B.9 states that she 'has taken little from the program and applied it to her current profession.' She believes that strategies needed for classroom management and the general workings with students need to be established through one's own experiences. She concludes by stating that the contents of her studies 'didn't prepare her properly for the future tasks in the field of education.'

Candidate Profile B.10:

Upon graduation, B.10 did not feel her program had thoroughly discussed major issues relating to urban education and was not confident with her knowledge and skills to teach in an ethnically, linguistically and culturally diverse classroom. She grew up in a rural environment and does not feel her upbringing encompassed diverse experiences, religious perspectives or different ethnic groups. She currently lives in a neighborhood she classifies

as middle income and somewhat diverse. After completing her teacher training courses, which over five years to finish, she had completed four 4-5 week school placements; at least one of which was in a school that could be characterized as 'urban.' She believed that her perception of efficacy towards teaching in an urban school increased after her practical experiences because she felt more secure with herself around her students and was reassured about her own abilities relating to the profession. Upon completion of her courses, B.10 described her training program as mostly theoretical, and estimated that between 0-25 percent of the courses incorporated issues relating to intercultural or urban education. She did not feel that the skills she learned in her program could be directly applied to the classroom environment nor did she believe upon completion of her courses that the program offered her a new perspective on what it is to be a teacher in a contemporary urban classroom, but noted that she had had two really good classes relating to intercultural education and that her teacher training program prepared her the challenge of teaching to diverse learner groups.

Upon completion, B.10 was aware of the prevalence of racism, religious intolerance, and issues relating to poverty, which affect many aspects of the education process and learning institutions and felt it was the role of the teacher to help combat social inequality and injustice that exists in schools and society. As a teacher entering the workforce she believed that one's teaching ability and not simply a student's socialization / home environment impacts student learning and academic success. She did not agree with the statement that if she 'tries really hard, she could get through to even the most difficult and unmotivated students.'

Twelve months after completing the first questionnaire, B.10 had not yet completed her studies. Her courses had been completed but had yet to write her exams. She had worked for three months abroad at a university teaching German as a foreign language, which provided her with teaching experience but recognizes that it is a very different learning population than in an urban public school. She taught small groups of very motivated students. But despite the differences, she feels it has taught her other skills relating to teaching, such as preparatory and organizational skills.

Upon completion of her courses, B.10 did not feel efficacious towards working in an urban school. Twelve months later, she feels 'more or less competent' in working in such an environment and associates this to her travels abroad and through her exploration of the topic in her studies. She adds that she understands that she 'could never do justice to all pupils but is at least sensitive towards the differences of students and can therefore further reflect on her behavior relating to this.' When asked to comment whether her perception of efficacy or feeling of competency has changed over the past twelve months towards working in an urban, B.10 states that. 'if it has, it is because she has focused on issues relating to intercultural education for her state exam and has read much of the literature in preparation and would not feel this way had she chosen another focal area.'

When asked to reflect on her program twelve months after completion of her courses, B.10 replies that the program itself has not prepared her so well for her teaching career because it was too theoretical and not practical enough. She feels that her own pursuit of different

jobs during her studies (youth projects ect.) and traveling abroad has helped her in relation to this. She believes that there needs to be more practice within the program where student's can apply the knowledge they have learned and not only theoretical seminars.

10.2 OISE Case Study Profiles

Candidate Profile T.1:

Upon completion of his teacher training, T.1 felt as though his program had thoroughly discussed major issues relating to urban education. Coming from a non-mother tongue English speaking family and self-identifying as Chinese, T.1 attributed his strong perception of efficacy towards teaching in an urban classroom to life experience, previous educational experience and his own personal background. T.1 grew up in an urban environment, but does not feel his upbringing encompassed diverse experiences, religious beliefs or different ethnic groups. He currently resides in a neighborhood that he classifies as low to middle income and somewhat ethnically diverse. Within his one year training program, he completed two 4-5 week placements; at least one of which was in a school which could be characterized as an 'urban school,' and felt his perception of efficacy towards teaching in an urban school increased after his two placements because he felt more motivated to rise to the challenge of teaching within inner-city schools.

Upon completion of his program, T.1 was aware of the prevalence of racism, religious intolerance, and issues due to poverty, which affect many aspects of the education process and learning institutions. He described his program as mostly theoretical and estimated that between 25-50 percent of the courses incorporated issues relating to urban or intercultural education. He believed that his teacher education program prepared him to effectively handle the challenges of classroom management, deal with intolerant or discriminatory student behavior, teach effectively to diverse learner groups, address the needs relating to social class issues, and manage language issues in the classroom. He believed that one's teaching ability, and not simply socialization / home environments, impact student learning and academic success and as a new educator agreed with the statement that if he 'tries really try hard, he can get through to even the most difficult or unmotivated students.'

Twelve months after graduation, he is working in an urban high school with a 'very ethnically diverse student population.' He feels 'quite competent' in such a setting and says he feels 'quite at home' working at such a school. Upon graduation, T.1 felt efficacious towards working in an urban school. A year later, he describes his efficacy as something that he feels is malleable based on experiences in the school setting. He explains that 'as time goes by, and I experience more and more, it can be easy to question my efficacy, but the ability to work through the issues and work with the students on a day to day basis results in my re-centering and refocusing, not on what my efficacy is, but how to improve efficacy at all times.'

When asked to reflect on his program, he believes the program 'was helpful in that it facilitated many kinds of discussions and conversations that might not necessarily have been done elsewhere, or in other programs' but concluded that mastery experiences are fundamental to one's sense of teacher efficacy by stating that, 'the best and only possible training for the career really does come from actually doing and experiencing; while coursework is helpful to a certain extent, most of what I do today in the classroom I learned while in the classroom itself.' This reinforces how mastery experiences, above all

else, impacts one's perception of efficacy, as Bandura continually states. It is through concrete positive and negative experiences that one bases their own perception of efficacy and progresses forward as more efficacious in the task or regresses, feeling less efficacious.

Candidate Profile T.2:

Upon graduation T.2 felt as though her program had thoroughly discussed major issues relating to urban education. T.2 attributed her strong perception of efficacy towards teaching in an urban classroom to the effectiveness of the teacher education program, life experience and her own personal background. She grew up in both a rural and urban environment, and feels her upbringing encompassed diverse experiences, religious beliefs and ethnic groups. She currently resides in a neighborhood that she classifies as middle income and somewhat ethnically diverse. Within her one year training program she completed two 4-5 week placements; at least one of which was in a school which could be characterized as an 'urban school,' and felt her perception of efficacy towards teaching in an urban school increased after her two placements through mastery and vicarious experiences- experiencing the challenges first-hand with a mentor for assistance. Upon graduation, she believed that her teacher education program prepared her to effectively handle the challenges of classroom management issues, teaching effectively to diverse learner groups, language issues in the classroom, and addressing the needs relating to social class issues.

T.2 was aware upon graduation of the prevalence of racism, religious intolerance, and issues due to poverty, which affect many aspects of the education process and learning institutions. She described her training program as a mixture of theory and practice and estimated that 50-75 percent of the courses addressed issues relating to urban or intercultural education. She believed that one's teaching ability, and not simply socialization / home environments, impact student learning and agreed with the statement that if she 'tries really try hard, she can get through to even the most difficult or unmotivated students.'

Twelve months later, she is working in an urban high school in Toronto covering a second maternity term. She labels the public school where she works 'very active and very academic' which contrasts her previous experiences in teaching. She states that she would feel 'competent in a classroom that was more diverse than the current one.'

The obstacle of finding a job within the Toronto school board has been a great one for T.2. She has found the journey from the university to the classroom 'frustrating', not due to lack of skills or professional preparation, but because 'teachers are not in high demand in Toronto, and therefore, it has been very challenging to find work.' In order to increase her chances of being hired in a full time position, she completed an additional qualification course in English as a Second Language part I. She also felt frustrated by the little support LTO's (teachers covering a leave of absence) receive.

Upon graduation, T.2 felt very efficacious towards working in an urban school. A year later, she explains her perception of efficacy has remained the same as a year prior. She feels that her lack of new experiences in schools that reflect a great deal of diversity has hindered any increase in her own perception of efficacy towards teaching in such environments; 'I haven't had as many opportunities to practice as I would have if I had been in a more diverse school. I think that my personal experience internationally has supported the base of my competency, and that isn't likely to be greatly influenced by 12 months in any classroom.'

When asked to reflect on her program, T.2 states that the program prepared her 'to teach in a far more challenging environment.' Within all her responses, T.2 expresses a great deal of interest and eagerness to work in an urban school. Her teaching training program, and personal life experience has provided her with a strong perception of efficacy towards working in an urban school and the major obstacles she outlines in her journey have been challenges of a more bureaucratic nature, rather than those relating to the classroom or teaching.

Candidate Profile T.3:

Upon graduation T.3 felt as though his program had thoroughly discussed major issues relating to urban education and was 'somewhat confident' in his ability to address these issues in the classroom. He perceived himself as competent with his knowledge and skills upon graduation towards teaching in an urban school and attributed this to the effectiveness of the teacher education program and life experience. T.3 grew up in an urban environment and feels his upbringing encompassed diversity of experiences, religious beliefs and ethnic groups. He currently resides in a neighborhood that he classifies as middle income and very diverse. After completing his one year teacher training program, T.3 had done two 4-5 week school placements, at least one of which was in a school that could be classified as 'urban' and felt his perception of efficacy increased after his practical experiences. He believed that the urban education program prepared him to effectively handle the challenges of classroom management, deal with intolerant or discriminatory student behavior, teach effectively to diverse learner groups, address the needs relating to social class issues, and manage language issues in the classroom.

T.3 was aware upon graduation of the prevalence of racism, religious intolerance, and issues relating to poverty, which affect many aspects of the education process and learning institutions, but felt they were 'somewhat prevalent' in Toronto schools. He described his program as a mixture of theory and practice and estimated that 50-75 percent of the courses addressed issues relating to urban or intercultural education. He felt that the skills learned in his program could be directly applied to the classroom environment and believed that the program offered him a new perspective on what it is to be a teacher in a contemporary urban classroom. As a teacher entering the workforce he believed that one's teaching ability and not simply a student's socialization / home environment impacts student learning and academic success and agreed with the statement that if he 'tries really hard, he could get through to even the most difficult and unmotivated students.'

Twelve months later, he is working in the field of education as an educational tour guide for grade 7-8's. He also taught in Tanzania for three months following graduation, taught ESL at a Toronto school, and worked as a marker for the Ontario Literacy Test. He describes his journey from the university to the classroom as 'a bit unpredictable, but overall extremely enjoyable.'

Upon completion of his courses, T.3 felt quite efficacious towards working in an urban school. A year later, he explains that he is 'very comfortable teaching in a diverse classroom.' He reflects on his openness to learn new things, tackle new challenges, and feels that 'students, regardless of their religious, cultural or linguistic identities simply want to be treated with respect and I, as a teacher, want to give that to them. I find this to be the most important factor when teaching in any classroom - urban, diverse or otherwise.' He feels as though his perception of efficacy has been strengthened by his experiences working in both a developing country and teaching ESL and believes that his 'experiences teaching in these environments have helped him better understand the lives of those living in poverty and/or cultural diversity (that is different from the mainstream).'

Reflecting on his teacher training program, T.3 states that his teacher training has been incredibly helpful in his development as a teacher and articulates that the skills he learned 'have proven invaluable and made him a better teacher.' He continues on to explain how the skills and knowledge learned, as well as the sense of resilience and optimism it instilled, have paved the way for his future in the teaching profession and he feels he is 'confident to teach in an urban environment as it exposed me to those kinds of classrooms and I think the largest barrier to wanting to teach in those areas is simply trying it.'

Candidate Profile T.4:

Upon graduation T.4 felt as though his program had thoroughly discussed major issues relating to urban education and felt very competent with his knowledge and skills upon graduation towards teaching in an urban school. He attributed this to the effectiveness of the teacher education program. T.4 self-identifies as Chinese-Canadian and grew up in an urban environment. He feels his upbringing encompassed diversity of experiences, religious beliefs and ethnic groups and currently resides in a neighborhood that he classifies as middle income and very diverse. At the end of his one year teacher training program, T.4 had completed two 4-5 week school placements, at least one of which was in a school that could be classified as 'urban' and felt his perception of efficacy increased after his practical experiences because he learned that subject matter comes second to effective teaching skills. Upon graduation, he believed that his teacher education program prepared him to effectively handle the challenges of classroom management, dealing with intolerant or discriminatory student behavior, teaching effectively to diverse learner groups, addressing the needs relating to social class issues, and language issues in the classroom.

Upon completion of his courses, T.4 was aware of the prevalence of racism, religious intolerance, and issues relating to poverty, which affect many aspects of the education

process and learning institutions. He described his program as a mixture of theory and practice and estimated that 50-75 percent of the courses addressed issues relating to urban or intercultural education. He felt that the skills learned in his program could be directly applied to the classroom environment and believed that the program offered him a new perspective on what it is to be a teacher in a contemporary urban classroom. As a new teacher entering the workforce he believed that one's teaching ability and not simply a student's socialization / home environment impacts student learning and academic success and agreed with the statement that if he 'tries really hard, he could get through to even the most difficult and unmotivated students.'

Twelve months later, he has worked in two urban high schools in Toronto, and describes his journey as a 'smooth transition from university to the beginning of his career.' Both the schools where he has worked have 'reputations for gang activity, violence and low-income families' and T.4 has experienced first hand many of the challenges that urban education programs aim to address such as the prevalence of gang activity / violence affecting schools, classroom management issues, attendance issues, lack of motivation and / disengagement towards school life, but describes his experiences as 'extremely gratifying' and states that 'in any teaching job, he feels that there will be highs and lows, and his time at (school name) was no different.'

He feels that 'with his background in inner-city education, he felt very ready to handle the task of teaching mathematics to students who feel disengaged with the education process' and this proved very true in the end despite the trials and tribulations that T.4 endured throughout the first year. He has become involved in the school community through becoming assistant coach for the school baseball team and reflects on his first year of teaching with enthusiasm and excitement for what lies ahead. 'All in all, I would say that my experience as a first-year teacher has been very positive, and quite the learning experience. I feel that I have grown so much as a teacher in just the past 8 months, and I know that I have much more to learn to become the effective educator I feel that I can be.'

Upon graduation, T.4 felt very efficacious towards working in an urban school. Twelve months later, he says he feels efficacious working in a diverse learning environment but includes that his perception of efficacy has 'strengthened in some areas, but weakened in others.' He says he understands the need to treat students equitably (accommodating for / caring about students' needs in the classroom) and is competent in dealing with classrooms with a great deal of cultural diversity, but is also able to reflect where his abilities are not as strong, such as effective strategies for accommodating ESL students in mainstream classrooms.

T.4 considers his teacher training program as one of the driving forces to his success as a new teacher in urban schools. He states that 'with absolute certainty the skills and knowledge I learned in my teacher training program are applicable to my professional experiences. From proactive classroom management to creating culturally relevant lessons to learning about professional boundaries and responsibilities, I have used much of what I learned in my everyday experiences.' Mastery experiences are reflected on as a vital component in the learning process. In final reflection of his program, T.4 concludes that

'the preparation that he underwent has been invaluable during his first year teaching in inner-city schools.'

T.4's journey from the university to the urban classroom is conveyed as a successful one. He strongly believes that the program effectively prepared him with the skills and knowledge needed to overcome the challenges of the contemporary urban classroom and feels extremely efficacious towards his future profession.

Candidate Profile T.5:

Upon graduation T.5 felt as though her program had thoroughly discussed major issues relating to urban education and felt competent in her ability to address these issues in an urban classroom environment. She attributed her strong perception of efficacy towards teaching in an urban classroom to the effectiveness of the teacher education program, life experience, previous work experience, and her own personal background. She grew up in a rural environment and does not feel her upbringing encompassed diversity of experiences, religious beliefs or ethnic groups. She currently resides in a neighborhood that she classifies as middle income and somewhat diverse. Upon graduation of her one year training program, T.5 had completed two 4-5 week school placements but did not believe her perception of efficacy increased as a result of her practicum experiences. She believed that her teacher education program prepared her to effectively handle the challenges of teaching effectively to diverse learner groups and addressing the needs relating to social class issues and feels that she can directly apply the knowledge and skills learned in her teacher training program in the classroom environment.

T.5 was aware upon graduation of the prevalence of racism, religious intolerance, and issues relating to poverty, which affect many aspects of the education process and learning institutions. She described her program as a mixture of theory and practice and estimated that 50-75 percent of the courses addressed issues relating to urban or intercultural education. She felt that the skills learned in her program could be directly applied to the classroom environment and believed that the program offered her a new perspective on what it is to be a teacher in a contemporary urban classroom. As a teacher entering the workforce she believed that one's teaching ability and not simply a student's socialization / home environment impacts student learning and academic success but felt that family background and discipline at home are major factors. She did not agree with the statement that if she 'tries really hard, he could get through to even the most difficult and unmotivated students.'

Twelve months later, she is working in a private school for gifted students in Toronto. She feels her program prepared her well for the job, stating that her classes are 'culturally diverse and somewhat racially diverse, but not socially diverse.' She feels competent to work there given her academic training and background, which she states is 'really valued.' She has found the journey from the university to the classroom frustrating due to the challenge of finding a position in a public school in Toronto. She states that she is now 'working harder than she ever has (even as a grad student) but really enjoying it.' The

obstacles relating to actual teaching practice seem to come second to the challenges of finding a position as a teacher in T.5's journey.

Upon graduation, T.5 felt very efficacious towards working in an urban school. A year later, she explains her perception of efficacy towards working in such an environment has weakened due to change in educational settings. The journey from the university to the classroom has been smooth. Reflecting on her teacher training program, T.5 concludes that her teacher training program helped her in many ways but most of her learning in the first year has been 'on-the-job learning that could only have been acquired by teaching in a classroom and not at OISE.' Mastery experiences within the classroom are deemed, once again, fundamental to the professional growth and perception of efficacy.

Candidate Profile T.6:

Upon completion of her teacher training program, T.6 felt as though her program had thoroughly discussed major issues relating to urban education. She grew up in an urban environment and feels her upbringing encompassed diversity of experiences, religious beliefs and ethnic groups. She currently resides in a neighborhood that she classifies as middle income and very diverse. At the end her one year teacher training program, T.6 had completed two 4-5 week school placements, at least one of which was in a school that could be classified as 'urban' and felt her perception of efficacy increased after her practical experiences because she had a greater understanding of the challenges of dealing with 'troubled youth' and the multi-faceted role of teacher as facilitator, motivator and authority figure. She believed that her teacher education program prepared her to effectively handle the challenges of classroom management, deal with intolerant or discriminatory student behavior, teach effectively to diverse learner groups, address the needs relating to social class issues, and manage language issues in the classroom.

T.6 was aware upon graduation of the prevalence of racism, religious intolerance, and issues due to poverty, which affect many aspects of the education process and learning institutions. She described her program as a mixture of theory and practice and estimated that 25-50 percent of the courses addressed issues relating to urban or intercultural education. She felt that the skills learned in her program could be directly applied to the classroom environment and believed that the program offered her a new perspective on what it is to be a teacher in a contemporary urban classroom. As a teacher entering the workforce she believed that one's teaching ability and not simply a student's socialization / home environment impacts student learning and academic success, but also mentioned that discipline at home is also a contributing factor. She agreed with the statement that if she 'tries really hard, he could get through to even the most difficult and unmotivated students.'

Twelve months later, she is working as a full-time permanent teacher in the French School Board in Toronto. She feels as though the transition from university to the workforce was 'easy' and 'has been a great experience.' She has taught different subjects and states that she has 'learned enormously, and questioned so much about the profession and how she want to deal with issues.' Despite the fact that she lists challenges she has faced in the first

year in the profession (daily / weekly workload, classroom management) she says she 'loved the experience'. T.6 mentions that she had the help of other teachers at the school, a very important element for feelings of efficacy for many new teachers (vicarious experiences and verbal persuasion).

Upon graduation, T.6 felt efficacious towards working in an urban school. Twelve months later, she explains that her perception of efficacy has strengthened through mastery experiences. She states, 'It (her perception of efficacy) strengthened because I have seen so many students succeed in my classrooms. I have made many connections and students have been confiding their problems with me. I also feel I have the respect of my students.' She feels her competence as a teacher in an urban classroom environment is attributed to living in urban settings her whole life and that she 'enjoys and feels at ease in a lot of diversity.' She also mentions the importance of practical placements to her feelings of success; 'my work terms in high schools have helped me tremendously. They helped me become comfortable interacting with youth in an academic setting.'

Reflecting on her urban education program, T.6 states that she would not want to have become a teacher without the training she received at OISE. It provided her with knowledge and skills beyond subject matter knowledge. After seven years in university focusing on chemistry (her main teaching focus), she felt as though she was 'out of touch' with social issues, such as gender identification, gentrification, segregation, racism, etc. She feels her program enlightened her more on this level than on subject specific courses. Overall, she feels the OISE teacher training course 'helped her very much' as a new teacher.

Candidate Profile T.7:

Upon graduation T.7 felt as though his program had thoroughly discussed major issues relating to urban education. T.7 attributed his perception of efficacy towards teaching in an urban classroom to the teacher training program and life experience. He self-identifies as White, Italian-Canadian, grew up in an urban environment, and feels his upbringing encompassed diversity of experiences, religious beliefs and ethnic groups. T.7 currently resides in a neighborhood that he classifies as middle income and somewhat diverse. At the end his one year teacher training program, T.7 had completed two 4-5 week school placements, at least one of which was in a school that could be classified as 'urban' and felt his perception of efficacy increased after his practical experiences because he personally experienced how his 'theories of how he would be as a teacher were played out in a real classroom' and was reassured of his profession choice. Upon graduation, he believed that his teacher education program prepared him to effectively handle the challenges of classroom management, deal with intolerant or discriminatory student behavior, teach effectively to diverse learner groups, address the needs relating to social class issues, and manage language issues in the classroom.

Upon completion of his program, T.7 was aware of the prevalence of racism, religious intolerance, and issues relating to poverty, which affect many aspects of the education

process and learning institutions. He described his program as a mixture of theory and practice and estimated that 25-50 percent of his courses addressed issues relating to urban or intercultural education. He felt that the skills learned in his program could be directly applied to the classroom environment and believed that the program offered him a new perspective on what it is to be a teacher in a contemporary urban classroom. As a new teacher entering the workforce, he believed that one's teaching ability and not simply a student's socialization / home environment impacts student learning and academic success and agreed with the statement that if he 'tries really hard, he could get through to even the most difficult and unmotivated students.'

Twelve months later, he is teaching Careers and Civics to newly immigrated adults in an adult learning centre in Toronto. Following graduation, he upgraded his skills by taking an Additional Qualification course in Special Education. He did this to increase his likelihood of getting a teaching job in the Toronto District School Board (TDSB).

Upon graduation, T.7 felt efficacious towards working in an urban school. A year later, he states that he feels more efficacious than he did upon graduation due to mastery experiences in the field. He explains that he feels 'fairly competent' working in an urban school due to the experiences he has had while teaching, and the feelings of success established through the positive relationships with his students.

Reflecting on his teacher training program, T.7 believes that his program prepared him with the knowledge and skills applicable for his current profession. He states that 'the inner city education cohort helped me work better with, and identify with, people whose backgrounds are different from mine' and that his program 'helped him maintain an attitude of being open to learning more and trying new ideas in teaching.'

Candidate Profile T.8:

Upon completion of his courses, T.8 felt his program had thoroughly discussed major issues relating to urban education and was 'somewhat confident' in his ability to address these issues in the classroom. He perceived himself as competent with his knowledge and skills upon graduation towards teaching in an urban school and attributes this to his own personal background and life experience. He grew up in an urban environment, but doesn't feel his upbringing encompassed diversity of experiences, religious beliefs and ethnic groups. T.8 currently resides in a neighborhood that he classifies somewhat diverse. At the end of his one year teacher training program, T.8 had completed two 4-5 week school placements, at least one of which was in a school that could be classified as 'urban' and felt his perception of efficacy increased after his practical experiences because he had a better understanding of the reality of the contemporary urban classroom. Upon graduation, he believed that his training program prepared him to effectively deal with the challenges of teaching effectively to diverse learner groups and address the needs of students relating to social class issues.

T.8 was aware upon graduation of the prevalence of racism, religious intolerance, and issues due to poverty, which affect many aspects of the education process and learning

institutions. He described his program as a mixture of theory and practice and estimated that 25-50 % of this courses addressed issues relating to urban or intercultural education. He felt that the skills learned in his program could be directly applied to the classroom environment and believed that the program offered him a new perspective on what it is to be a teacher in a contemporary urban classroom. As a new teacher entering the workforce he believed that one's teaching ability and not simply a student's socialization / home environment impacts student learning and academic success, but believes that the family background and discipline at home are major factors as well. He moderately disagrees with the statement that if he 'tries really hard, he could get through to even the most difficult and unmotivated students.'

Twelve months later, T.8 has returned to the position he had before he initiated his teacher training, which is unrelated to teaching. He states that 'there has been no change in job, and securing a teacher position has proven difficult.' He also volunteers in the Phys-Ed department at a local high school. Gaining mastery experiences in other realms of the profession, and vicarious experiences within the school environment keep T.8 involved in the realm of teaching; he is 'supporting and observing other teachers in their classes and volunteering coaching with two teams, three days of the week while working the rest of the days.' He finds 'the experiences useful – being immersed in pedagogy keeps up his confidence and will help facilitate an easier return to teaching.' His desire to work as a teacher is clearly conveyed despite the challenge of securing a full time teaching position.

Upon graduation, T.8 felt efficacious towards working in an urban school; he felt somewhat confident addressing challenging issues, such as racism, religious intolerance and poverty, in the classroom but felt efficacious with his knowledge and skills to teach in an ethnically, linguistically and culturally diverse school. A year later, a similar disposition is reflected towards his profession; he states 'my efficacy (perception of) has remained the same. This is strictly exposure, I feel it would have been strengthened if the time spent in class was more meaningful as an LTO or Permanent position.' He attributes the lack of mastery experiences and time as a full time teacher to his stagnant sense of efficacy. When asked if he feels competent working in an urban classroom that is culturally, racially, linguistically, and / or religiously diverse, he replies that he feels 'very competent, as long as you are passionate and caring about what you do.' And concludes that the last three schools he worked at have been very diverse and such experiences help. T.8 feels that one's dedication and passion are key factors for success in the profession.

Reflecting on his teacher training program, T.8 states that 'the program was one part of the learning experience.' He continues by saying that there were many good aspects regarding diagnostic tools and concrete learning strategies 'such as rubrics, adhering to expectations, and the concept of reflecting' but feels he has learned 'much more from the teachers in the field about who the students are - a much more human focus if you will and relationship building aspect.' Teacher training is seen as one aspect of a variety of elements contributing to becoming a successful new urban teacher. In the case of T.8, he recognizes the skills developed through the training program, but vicarious experiences have been extremely valuable in building a strong sense of efficacy on his journey from the university to the classroom.

11. Conclusion

This dissertation, ‘Teacher Training in Contemporary Urban Settings’, explores the framework of urban education, the construct of teacher efficacy, and the process of teacher training in relation to the situation of schools and schooling in contemporary urban spaces. New teachers are leaving the university and entering a very challenging and incredibly complex workplace, despite whether it’s in Toronto or Berlin, and often feel inefficacious despite the fact that they have successfully completed the training program designed for their chosen profession. An effective teacher training program lessens such feelings of fear and incompetence by providing new teachers with applicable skills and knowledge to enter the profession prepared with the proper training needed to effectively maneuver in the complicated realm of urban schooling. Pre-service teachers are provided with the vital tools to enter the profession of teaching within urban settings when faculties of education ensure that they understand the socio-political framework in which education is shaped, the inequalities that exist and are reinforced by structural power dynamics in schools and society, and their role as agents of social justice. Such an awareness of the impact of the larger social, political, cultural and economic context on schools and schooling should be integrated into the basic foundation of the program, and in turn, pre-service teachers are taught to be reflective of themselves and the world around them; critical of their own worldviews and that of the dominant society; and active participants in the struggle for social change.

Candidates from the Ontario Institute for Studies in Education (OISE) at the University of Toronto and from the Freie Universität Berlin’s teacher training programs shared their experiences of their transition from the university to the classroom, and their reflections on their teaching training programs. The experiences of the candidates from both schools of education have commonalities: feelings of hesitation towards entering a new profession; the challenge of finding a job; questioning one’s professional choice; learning to balance teaching and other elements of one’s daily life; and learning immense amounts of new knowledge and skills through mastery experiences in the classroom. There are differences that can also be acknowledged through the candidates’ responses as well; one noticeable difference is their perception of the role their teacher training program played in their feelings of efficacy towards working in an urban classroom upon completion of their courses and twelve months subsequently. OISE candidates valued the skills and knowledge learned through their

urban education program a great deal and most felt it was a major factor contributing to their efficaciousness towards working in an urban classroom. Candidates from the FU Berlin conveyed an increase in their perception of efficacy through their responses twelve months after completion of their classes. Working, overcoming challenges in the field, and other experiences relating to teaching helped new teachers gain additional insight, which in turn seemed to enhance their perception of efficacy, but according to the FU Berlin candidates the training program itself was not an operative component contributing to feeling efficacious towards working in an urban school upon completion or 12 months subsequently.

The importance of mastery experiences in the classroom was noted by both sets of candidates. Learning through practice and having the opportunity to gain insight into what the profession demands through personal experience is vital in the development of efficacious new teachers. Encompassing such experiences throughout the teacher training program, providing the opportunity for reflection of such experiences, professional growth through guided reflection in university courses, and using candidates' practical experiences in the classroom as a continual base for scaffolding theoretical knowledge may provide candidates with a deeper understanding of the relevance of theory in practical settings and the ability to use the knowledge from university courses in the daily workings of a classroom. Only 20% of the candidates from the FU Berlin felt that they could directly apply the skills and knowledge learned to the classroom environment; whereas 100% of the candidates from OISE felt they could directly apply their new skills and knowledge in the classroom.

The fundamental purpose of a teacher training program is to effectively train pre-service teachers for their future profession. This involves the construction of various types of knowledge and skills, from subject-specific knowledge and didactics to organizational skills to theoretical constructs and ideology, which often diverge in the challenging environment of schools and schooling. This incongruence is depicted in numerous responses of different candidates. The assortment of theoretical knowledge is important in order to provide a framework for new teachers to manage their classroom effectively, deconstruct their professional experiences, and present them with the theoretical jargon to effectively articulate their ideas, philosophies and experiences. But numerous responses from FU Berlin candidates depict a lack of understanding of the applicability of the knowledge and skills learned within the program in a practical environment, which did not seem to be the case for OISE graduates,

and in turn affected graduates' perception of efficacy towards entering the profession. Programs must recognize the current demands of the profession and ensure that new teachers enter urban classrooms feeling prepared, which includes understanding the applicable pedagogical theory but equally as important is how it relates to the classroom environment.

Our urban classrooms are continuing to change as the demographic composition of cities alters with the social, economic, and cultural fluctuation within its borders. The recognition that our urban classrooms have changed has occurred. The dialogue on the current state of education is often on the political agenda in both Berlin and Toronto, but the movements for change within the university sphere are often slow to be implemented. Despite the fact that both cities are currently engaged in political discussions surrounding the areas of immigration and integration on schooling and other realms of society, the differences in the way immigration and integration are perceived in both places and their related histories affects both the way that the university educates future teachers and the responses from the individual candidates from their respective cities. The discourse of immigration and integration in the cities of Toronto and Berlin are very different due to their very different histories. Movements towards developing political, social and cultural practice and policies that reflect the diverse composition of its population are relatively new in Germany, reflecting its commitment to a changing urban landscape. Toronto, on the other hand, has been grounded in a political framework acknowledging its multiculturalism for many years. These very different histories of immigration and integration help provide insight into the contemporary situations of both the university and society at large, as well as the perceptions of the candidates towards teaching in urban schools. Contemporary political discourse reflects a new perspective on Berlin's changing demographics and is responding to the very complex issues relating to all realms of society, including schools and schooling.

Teachers play a vital role in all aspects of the educational process; far beyond the distributor of knowledge, the role of a teacher is multi-faceted, especially in today's urban classrooms. Current educational institutions in most urban centers make strong demands from teachers due to factors such as lack of government funding and resources, oversized classes, challenging learning environments, lack of support, and increased professional expectations. Schools that are located in culturally, economically and linguistically diverse neighborhoods often encompass these issues, plus the additional social factors that effect student learning, such as challenging home environments, poverty,

language acquisition, and various forms of systematic and structural discrimination. These are major challenges to overcome for all teachers, but are especially challenging for new teachers entering the profession. Teacher training programs are a vital component to ensure success; professional success of new teachers entering the classroom and academic success of all students within urban schools who need teachers who are equipped with the expertise to facilitate learning within such environments and who strive to ensure that each child in their classroom succeeds. Research conveys that when new teachers feel efficacious towards their future profession at the beginning of their career, they are more likely to succeed and remain in the profession. Therefore, taking in consideration which candidates felt more efficacious and what contributed to their efficaciousness may assist in understanding how different types of training programs may help increase one's efficaciousness towards teaching in urban classrooms. This dissertation explored individual journeys from the university into the profession, reflecting on the process of teaching training and their feelings of efficacy towards teaching in urban classrooms in their respective cities. The pre-service teachers who had completed an urban education training program felt more efficacious upon completion of their courses towards teaching in urban classrooms and felt as though their training program very much contributed to their professional efficacy. Whereas, the teachers graduating from a program that was not grounded in urban education did not feel as efficacious upon completion of their courses, but felt an increase twelve months later after having gained practical experiences relating to the field. Most did not attribute feelings of efficacy towards working in an urban classroom to their teacher training program. This small study can provide only a glimpse into such a complex area of research, and hopefully will evoke further exploration on the areas of teacher training in contemporary urban settings. Future research is needed with a larger candidate group over a longer period of time to fully investigate this area in greater depth.

This movement of educational change cannot be embarked on solely by individual classroom teachers committed to the fight for social justice and equity, nor by the university or individual schools. Instead, it must be a conscious movement for all those involved in contributing to the culture of a school. If all members of the educational community (schools of education, teachers, administrators, parents, community workers etc) work together to create a learning environment that supports the development of positive identities, meaningful learning and had high expectations for all students, educational establishments reflect institutions of equity, social justice and learning for all. This is a goal for our future.

Teacher training programs that have produced highly effective graduates develop a deep understanding and respect for children, the ability to diagnose students' strengths as well as their needs, and a strong understanding of how to design a curriculum that supports children at different stages of development who derive from various cultural contexts and life experiences. This is not an easy task, but vital for the success of many students within contemporary urban classrooms and new teachers entering the workforce. It provides a curriculum inclusive of self-reflection, critical inquiry and thought, setting a foundation for future teachers to ask fundamental questions about schools and schooling, and how they relate to social justice and equity. The inclusion of features associated with urban education within teacher training programs provides an alternative paradigm to conventional training programs, integrating a socio-cultural politically conscious framework that approaches the process of teacher training with alternative methods and an ideology based on social justice. It attempts to address issues of structural discrimination and inequality, deeply rooted in our education systems, and aims to prepare teachers to be scholars in their future profession. The profession of teaching will become increasingly more complex as our schools and cities continue to be transformed by the waves of economic, social, cultural, and linguistic changes bound to come and continue on in future years, shifting the structural composition of urban spaces. Teacher training in contemporary urban settings is a challenging endeavor; schools of education have the daunting task of examining how their institutions contribute to or hinder the success of their students entering the profession and towards the academic prosperity of students within urban classrooms. Despite the challenge, continual reflection and on-going educational reform is a key component to ensuring that new teachers enter the current profession prepared and efficacious towards the amazing journey that lies ahead.

When we, as educators, allow our pedagogy to be radically changed by our recognition of a multicultural world, we can give students the education they desire and deserve. We can teach in ways that transform consciousness, creating a climate of free expression that is the essence of a truly liberatory liberal arts education. (bell hooks, 1994: 44)

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Appendix I: German Responses from the FU Berlin Candidates: Second Questionnaire – April 2008

1. Wie haben Sie heute die Zeit nach dem Studium erlebt? Beschreiben Sie Ihre Erfahrungen der vergangenen 12 Monate.

Candidate	Response
B.1	<p>Ich habe direkt nach dem Examen eine Stelle als wissenschaftliche Mitarbeiterin an einer Berliner Universität angetreten und die Zeit als große Herausforderung erlebt, in welcher ich sehr viel Neues, Fachfremdes gelernt habe. Ich hätte jedoch unbedingt einen Monat Pause einlegen sollen, manchmal habe ich das Gefühl, dass ich mich erst jetzt, ein Jahr nach dem Examen, so richtig von den Anstrengungen der Abschlussprüfungen erholt habe.</p>
B.2	<p>Ich war zunächst sehr erleichtert, das Studium endlich abgeschlossen zu haben. Allerdings entstand bald im Anschluss der Druck, einen Referendarplatz zu bekommen: Bewerbungen, dann die ersten Zusagen und Absagen aus anderen Bundesländern. Von Berlin bekam ich zunächst eine Absage und dann im Nachrückverfahren eine Zusage erhalten. Da ich aus persönlichen Gründen immer in Berlin bleiben wollte, habe ich mich natürlich über die Zusage sehr gefreut und bin in Berlin geblieben.</p> <p>Nun unterrichte ich im Referendariat an einer Schule in Berlin und bin eigentlich auch sehr zufrieden. Es ist allerdings eine ganz schöne Herausforderung, da ich gleich von zu Beginn an mit 6 Stunden eigenständigem Unterricht eingeteilt wurde. Die Arbeit an sich macht mir Spaß, allerdings ist der Stresspegel permanent erhöht: Seminare, Unterrichtsvorbereitung, Unterrichtsbesuche etc.</p> <p>Inbesondere die Seminare empfinde ich als eine teilweise unnötige, zeitintensive Belastung, die mich eigentlich nur aus meiner Unterrichtstätigkeit rausreisst.</p>
B.3	<p>Ich habe im Oktober 2008 meine letzte Prüfung gehabt und seit dem hat sich mein Leben gewaltig verändert. Ich bin wegen einer wissenschaftlichen Hilfskraftstelle von Berlin nach (anderer Stadt) gezogen und arbeite nun in einem Beruf, der absolut gar nichts mit dem Lehrerdasein zu tun hat. Auf mein Studium blicke ich nur sehr ungern zurück. Insbesondere die Examenszeit war absolut grauenvoll. Mein jetziges Leben ist um einiges angenehmer geworden.</p>
B.4	<p>Sehr stressig - da mir schon vor den Klausuren eine Stelle in einer anderen Stadt angeboten wurde, habe ich ein anstrengendes Leben auf Wanderschaft gehabt. Leider war das Berliner Landesprüfungsamt alles andere als förderlich: Statt mir zu helfen, den Übergang gut zu schaffen, wurde mir wörtlich gesagt, mein Anliegen sei nicht "ihr Problem" (Sachbearbeiterin), und es war weder möglich, die Prüfungstermine für mich günstig zu legen (obwohl das von Seiten der Prüfer kein</p>

	<p>Problem gewesen wäre), noch mir mein Zeugnis oder wenigstens eine Bescheinigung über mein abgeschlossenes Studium zeitnah auszustellen.</p>
B.5	<p>Nach meinem Abschluss habe ich überlegt, mich völlig anders zu orientieren. Ich habe versucht, im Buchhandel als Quereinsteigerin anzufangen. Dies stieß allerdings auf keine Resonanz, allein eine Buchhändlerlehre wäre möglich gewesen.</p> <p>Nach diesen ca. 5 Monaten habe ich für mich festgestellt, dass ich mit meinem Studium tatsächlich auch das Richtige studiert habe und mich für das Referendariat in Berlin und Brandenburg beworben. Beide Bundesländer haben mir abgesagt, ich bleibe in Berlin allerdings weiter "im Rennen" und werde mich auch in Brandenburg (organisationsbedingt) neu bewerben.</p> <p>Seit Oktober 2008 bin ich als Nachhilfelehrerin bei diversen Instituten tätig und verdiene damit annähernd den Betrag, den ich aufgrund der Familienversicherung mit meinem Mann verdienen darf. Insegsamt bin ich zufrieden mit meiner jetzigen Tätigkeit. Ich habe Spaß am Unterrichten der vielen unterschiedlichen Schüler und glaube, dass das eine sehr wichtige Annäherung an die Schulwelt ist.</p>
B.6	<p>Es war eine ereignisreiche Zeit, da ich wegen des Referendariats umziehen musste. Der Anfang am neuen Wohnort war ziemlich anstrengend, zumal sowohl Privat- als auch Berufsleben völlig neu aufgebaut werden mussten. Viele neue Eindrücke, ganz viel zu lernen, aber eigentlich war es auch schön, dass etwas Neues angefangen hat.</p>
B.7	<p>Ich habe das 1. Staatsexamen (immer) noch nicht beendet - erst ende dieses Semesters werde ich alle Prüfungen hinter mich gebracht haben.</p>
B.8	<p>Ich habe mein Studium erst vor einem Monat beendet. Ich bin sehr froh, nun endlich mit dem Studium an der Universität fertig zu sein. Ich warte zur Zeit auf einen Referendariatsplatz und gehe davon aus, ab August auch einen zu haben. Deshalb genieße ich meine freie Zeit in vollen Zügen.</p>
B.9	<p>Es hat lange gedauert, bis ich mich tatsächlich entspannen konnte. außerdem musste ich gleich wieder arbeiten gehen, insofern war eine wirkliche erholungsphase nicht wirklich gegeben. ich habe mich auch gleich für das referendariat beworben und habe auf die zusage gewartet.</p> <p>aber es war ein wirklich toller moment, alle bücher zurückzugeben und die mensakarte (nur, um ein paar monate später eine neue zu holen).</p>
B.10	<p>Ich bin noch nicht mit dem Studium fertig, sondern seit etwa einem Jahr im Examen. Habe zwar keine Kurse mehr, bin aber immer noch oft in der Uni, da ich dort in der Bibliothek lerne.</p>

2.Haben Sie seitdem eine Lehrtätigkeit ausgeübt? Wenn ja, beschreiben Sie Ihre Arbeit und Ihre Erfahrungen als Lehrer. Falls Sie keine Lehrtätigkeit ausgeübt haben: waren Ihre Erfahrungen der letzten 12 Monate hilfreich für einen Berufseinstieg als Lehrer?

Candidate	Response
B.1	Ich unterrichte seit diesem Sommersemester ein BA-Vertiefungsseminar. Dies plus die Erfahrungen mit der Verwaltung in einer öffentlichen Einrichtung hätten mich sicherlich in einigen Aspekten auf den Berufseinstieg als Lehrerin vorbereitet.
B.2	Wie in Frage 1 beantwortet: Lehrtätigkeit im Ref. an Gymnasium in (spezifische Nachbarschaft). In der Lehrerrolle fühle ich mich an sich wohl. Allerdings merke ich, dass ich vor allem durch "try and error" lerne. Ich mache auch noch viele Fehler in Planung und Durchführung. Daraus kann man aber auch jedesmal lernen und sich so stetig verbessern.
B.3	Nein ich habe keine Lehrtätigkeit ausgeübt und mein jetziger Job bereitet mich auch nicht auf eine solche Tätigkeit vor. Die Lehre an der Uni mit der ich nächstes Jahr beginnen möchte ist meiner Meinung nach etwas ganz anderes als Unterrichten in der Schule.
B.4	Es sind noch keine 12 Monate vergangen zwischen Abschluss meines Studiums und heute. Ich werde aber in den ersten 12 Monaten nach meinem Abschluss voraussichtlich 2 Kurse an einer Universität unterrichten und den Unterricht anderer Kurse vorbereiten.
B.5	Ich arbeite seit Oktober 2008 als Nachhilfelehrerin (siehe oben) bei zwei Nachhilfeinstituten und über www.tutoria.de , eine Nachhilfeplattform des Holtzbrinck-Verlages. Mit allen drei "Arbeitgebern" habe ich gute Erfahrungen gemacht. Ich gebe sowohl Einzel- als auch Gruppennachhilfe. Die Gruppennachhilfe erscheint mir ziemlich ineffizient, da die Nachhilfeinstitute natürlich daran interessiert sind, möglichst 5 Schüler in die Gruppe zu geben - diese kommen dann z.B. aus der 7-10 Klasse. Das ist eindeutig zu unterschiedlich für eine sinnvolle Unterstützung. Der Lerneffekt ist für die Schüler recht gering und die Nachhifestunde verkommt zur Hausaufgabenbetreuung. Die Fehlrate bei Gruppenunterricht ist sehr hoch. Manche Schüler schwänzen und mache Eltern rufen jedes Mal bei der Nachhilseschule an, ob das Kind erschienen ist. Vor allem jüngere Schüler (7-9. Kl.) sind mit Schule und Hobbies bereits überlastet und sehen die Nachhilfe als Schikane. Einzelnachhilfe ist hingegen sehr effizient. Ich kann auf die Wünsche und Probleme des Schülers eingehen. Die Absagequote ist gering. Allerdings ist bei Schülern, deren Eltern sich Einzelnachhilfe leisten können, die Überlastung durch diverse Hobbies noch größer. Viele Schüler hätten dann am liebsten, dass man ihnen 1,5 Stunden nur Lehrstoff erzählt, zu intensivem Denken sind sie manchmal weder bereit noch fähig (!!).

B.6	<p>Ja, ich habe Ende August 2008 mein Referendariat begonnen. Die ersten Wochen waren sehr aufregend. Rückblickend war es gut organisiert, dass alle ReferendarInnen des Seminars zuerst einmal 3 Wochen Seminausbildung hatten (1 Woche Allgemeinpädagogisches, dann jeweils 1 Woche zu einem Fach), so war zumindest ein Eindruck davon da, was einen erwartet oder von mir erwartet wird. Außerdem konnten wir ReferendarInnen uns kennenlernen und arbeiten seitdem gut zusammen oder tragen die Sorgen und die Last ein bisschen gemeinsam. Das ist ganz wichtig!</p> <p>Die Arbeit macht insgesamt Spaß. Die Unterrichtsbesuche nehme ich als Showtanzen wahr, denn "echter" Unterricht läuft so nicht! In (bestimmten Bereich in Deutschland) wo ich Referendariat mache, ist es so, dass man ungefähr die Hälfte der Stunden, die man pro Woche unterrichtet in der Klasse eines "echten" Lehrers unterrichtet. Dieser ist anwesend und gibt nach der Stunde Feedback und gibt auch Tipps bei der Vorbereitung. Er oder sie muss am Ende der unterrichteten Einheit auch ein Gutachten über den Referendar/ die Referendarin schreiben. Manche ReferendarInnen nehmen das als Belastung wahr, ich finde aber, dass mir dieses kontinuierliche Feedback wirklich weiterhilft, meinen Unterricht zu verbessern. Die Unterrichtsbesuche sind immer nur Stichproben und echte Beratung ist da kaum möglich. Der eigenständige Unterricht macht auch Spaß und ist teilweise auch weniger anstrengend, weil eben niemand zuguckt und bewertet. Außerdem habe ich zu "meiner Klasse" einen guten Draht aufgebaut und habe durch die Konzeption von Klassenarbeiten und die Benotung auch eine andere Autorität bei den SuS als in den "Ausbildungsklassen", in denen ich nicht die "echte Lehrerin" bin.</p> <p>Es ist unglaublich viel zu lernen und zu tun. Eine große Schwierigkeit des Lehrerberufs ist, meines Erachtens, dass man nie Feierabend hat. Die Trennung zwischen Arbeits- und Privatleben fällt mir sehr schwer und ich glaube, das wird auch nicht besser. Viele Lehrer meiner Schule arbeiten an den Grenzen ihrer Belastbarkeit und jeden Tag bis spät in die Nacht.</p>
B.7	<p>Ich habe einige Kommilitoninnen und Kommilitonen im Bekanntenkreis, die bereits das Referendariat begonnen haben - es gibt natürlich die unterschiedlichsten Erlebnisse. Die Mehrheit jedoch fühlt sich von ihren MentorInnen alleingelassen und teilweise überfordert.</p>
B.8	<p>Teilweise schon: Anfang des Jahres habe ich eine Fortbildung für Schulakteure mitorganisiert, ferner war ich vor zwei Wochen Betreuerin von Schülerinnen und Schülern auf der (Sprache Event). Diese Erfahrungen waren insofern hilfreich, als ich mit Schülerinnen und Schülern in Kontakt war und gemerkt habe, dass mir die Zusammenarbeit mit ihnen Freude macht.</p>
B.9	<p>Ich habe im Rahmen der pkb (personalkostenbudgetierung) an einer Schule als Vertretungslehrer gearbeitet. Das war ein schöner Einstieg und es hat viel Spaß gemacht. Natürlich hat weder das Studium noch die Abschlussprüfung einen auf den Lehreralltag vorbereitet. Das muss ich jetzt auch immer wieder im Referendariat lernen! Es ist unheimlich arbeitsintensiv. Ich sitze oft jeden Tag nach der Schule noch</p>

	lange am Schreibtisch und bereite den Unterricht oder Unterrichtsentwürfe vor. aus meinem Studium habe ich wenig mitgenommen, was mir heute als Lehrerin hilft. Strategien zum Classroom Management und zum generellen Umgang mit den Kindern muss man aus der eigenen Erfahrung und intuitiv entwickeln.
B.10	Ich habe 3 Monate in (Laendernamen) am ein College Deutsch als Fremdsprache unterrichtet. Leider ist das eine ganz andere Zielgruppe als die, die mich an der deutschen Schule erwartet. Die Kurse, die ich gegeben habe, fanden in kleinen Gruppen mit höchstens 12 Leuten statt, die alle mehr oder weniger motiviert waren. Eine ganz andere Lernumgebung also. Aber ich habe noch einmal gelernt, wie man Stunden gut konzipiert und dass man auf alle Eventualitäten vorbereitet sein muss.

3. Wie schätzen Sie Ihre Kompetenz ein, in einer Klasse zu unterrichten, in der Schüler mit unterschiedlichem kulturellen / sprachlichen / religiösen Hintergrund sind? Bitte begründen Sie, warum Sie sich als kompetent / nicht kompetent einschätzen.

Candidate	Response
B.1	Nicht kompetent, weil ich darauf im Studium nicht vorbereitet wurde und nur wenige praktische Erfahrungen während der Unterrichtspraktika sammeln konnte. Einzig auf Englisch zu unterrichten würde mir keine Probleme bereiten.
B.2	Ich halte mich dafür nicht als kompetent, da ich nur eine geringe Erfahrung in diesem Bereich habe. Solange der Anteil solcher Schüler aber nicht zu groß ist, hätte ich damit wohl wenig Probleme.
B.3	Da ich in einem multikulturellen Kontext aufgewachsen bin und selbst einen Migrationshintergrund habe, glaube ich nicht, dass es eine besondere Schwierigkeit für mich darstellen würde Schüler mit einem Migrationshintergrund zu unterrichten. Genau einschätzen kann ich das allerdings nicht, weil ich noch nicht als Lehrerin arbeite.
B.4	Ich würde mich als mittelmäßig kompetent einstufen. Da ich in Berlin aufgewachsen bin und an einer Hauptschule mit 100 (!) % SchülerInnen nichtdeutscher Herkunft Sprachförderunterricht gegeben habe, bin ich vermutlich besser vorbereitet als viele Leute, die diese Erfahrungen nicht gemacht haben. Trotzdem bringt dieser Unterricht natürlich viele Probleme mit sich, die sogar von solchen Lehrern nicht gelöst werden können, die sehr viel mehr Erfahrung in diesem Bereich haben.
B.5	Ich schätze meine Fähigkeiten diesbezüglich recht gut ein. Meine persönliche Einstellung gegenüber unterschiedlichen Kulturen ist sehr offen und positiv. Während meines Studiums habe ich auch Kurse zu interkultureller Erziehung besucht, die ich aber als weniger praxisrelevant beurteilen würde. Ich

	denke, es ist tatsächlich meine ganz persönliche Neugier und Freude am Anderen, was diese Arbeit leichter macht.
B.6	Ich habe das Gefühl, im Vergleich zu vielen meiner MitreferendarInnen, die in kleineren, bürgerlicheren Städten studiert haben, im interkulturellen Bereich recht gut ausgebildet und sensibilisiert zu sein. Dies hängt mit meiner persönlichen Erfahrung zusammen. Ich habe selber im Ausland gelebt, habe an der Uni mehrere Seminare zum interkulturellen Zusammenleben... belegt und DaF studiert, meine ehemalige Mitbewohnerin hat interkulturelle Pädagogik studiert... Trotzdem gibt es Situationen im Klassenraum, in denen ich nicht weiß, wie ich reagieren soll.
B.7	Bei meinen obligatorischen Unterrichtspraktika habe ich in Gymnasien unterrichtet, die von Kindern mit unterschiedlichen kulturellen / sprachlichen / religiösen Hintergründen besucht werden. In der Tat stellte sich dies in meinen Unterrichtsstunden glücklicherweise nicht als Schwierigkeit heraus, im Gegenteil: im Politikunterricht konnte ich unterschiedliche Erfahrungen der Schüler und Schülerinnen aufgrund der vorgegebenen Thematik leicht in den Unterricht miteinbinden und unterschiedliche Sichtweisen dialogisieren - ich gehe aber davon aus, dass dies natürlich nicht immer möglich ist - und vielleicht sogar eher eine Ausnahme darstellt.
B.8	Ich fühle mich wenig kompetent, weil ich im Studium zum Einen recht wenig konkreten Input in Bezug auf Methodik/Didaktik angeboten bekommen habe, zum Anderen weil mir entsprechende Praxiserfahrungen fehlen - die beiden Pflichtpraktika im Rahmen des Lehramtsstudiums alter Ordnung reichen keinesfalls, um theoretische Inhalte in der Praxis zu erproben und so sicherer zu werden.
B.9	ich fühle mich kompetent. allerdings ist das auf meine eigenen erfahrungen mit multikulturalität aus meiner eigenen umfeld zurückzuführen. das im studium obligatorische seminar zu dem thema war überhaupt nicht hilfreich.
B.10	Ich schätze mich mehr oder weniger kompetent ein, da ich zwei mal im Ausland unterrichtet habe und mich im Studium bzw. während meiner Prüfung detailliert mit dem Thema interkulturelles Lernen auseinandergesetzt habe. Ich könnte nie allen Schüler/innen gerecht werden, aber ich bin zumindest sensibel für die Unterschiede der Studenten und kann über mein Verhalten reflektieren.

4. Glauben Sie, dass Sie in den letzten 12 Monaten sensibler oder weniger sensibel in der Selbsteinschätzung geworden sind, wie kompetent Sie in Klassen mit unterschiedlichem sozialen / kulturellen / sprachlichen / religiösen Hintergrund unterrichten können? Was glauben Sie, woran liegt das?

Candidate	Response
B.1	Dazu weiß ich keine Antwort.
B.2	Da ich in (Nachbarschaft) wenig ausländische Schüler habe, kann ich das nicht einschätzen.
B.3	Meine Selbsteinschätzung ist in den letzten 12 Monaten wohl gleich geblieben, weil ich in keinster Weise mit dieser Frage konfrontiert wurde. Wenn ich mein Referendariat angetreten hätte, hätte ich über diese Frage mehr nachdenken müssen was meine Sensibilität bezüglich des Umgangs mit Schülern mit Migrationshintergrund sicherlich gestärkt hätte.
B.4	Das kann ich nicht einschätzen.
B.5	<p>Ich habe auch Erfahrung mit Schülern mit unterschiedlichem religiösen Hintergrund gemacht, sehr viel gewichtiger war aber die Erfahrung der sozialen Unterschiede, die die religiösen in den Schatten stellen. Das hat mich sensibler werden lassen bezüglich meiner Selbsteinschätzung und hat mir meine didaktischen Grenzen aufgezeigt. Und es hat mir bewusst gemacht, wo meine Willensgrenzen sind, was die Unterrichtung von Schülern angeht, die Verhaltensauffälligkeiten, Gewaltpotenzial oder auch Snobismus etc. mitbringen.</p> <p>In meiner recht kurzen Lehrtätigkeit bis jetzt habe ich ganz deutlich erfahren, wie sozialer Hintergrund mit schulischer Laufbahn korreliert. (krass gesagt: katholischer, Tennis spielender Beamtensohn auf dem Gymnasium vs. italienischer Migrantensohn mit Verhaltensauffälligkeiten auf dem Weg zum Verweis von der Realschule)</p> <p>Auffällig ist außerdem die z.T. starke EMOTIONALE Vernachlässigung von den Kindern und Jugendlichen, die ich betreue. Diese Kategorie sticht nach meiner Erfahrung oft kulturelle und sprachliche aus und ist in allen sozialen Schichten vertreten!!</p>
B.6	Ich glaube, ich bin sensibler geworden, weil ich in der Schule konkrete Situationen erlebt habe, in denen unterschiedliche Hintergründe eine Rolle spielten. Es ist wenig sinnvoll, abstrakt darüber zu sprechen. Deswegen ist es viel wichtiger, dass Menschen, die bereits in der Schule tätig sind und aus ihrer konkreten Berufspraxis Situationen vor Augen haben, fortgebildet werden.
B.7	Glaube ich nicht, da ich in den vergangenen 12 Monate nicht unterrichtet habe.
B.8	Aufgrund der in Punkt 2 beschriebenen Praxiserfahrungen und dem aus diesen resultierende nahe Kontakt mit den Kindern und Jugendlichen bin ich bezüglich meiner Selbsteinschätzung sensibler

	insofern geworden, als ich die Angst, Kinder mit unterschiedlichen kulturellen / sprachlichen /religiösen Hintergründen abbauen konnte.
B.9	Ich denke, dass sich an meiner sensibilität wenig geändert hat. meine schule bietet leider eine homogenität in diesen bezug. allerdings halten mich meine eigenen kontakte mit menschen aus anderen kulturen sensibel.
B.10	Wenn ich es bin, dann nur, weil ich mich für meine Staatsexamensprüfung intensiv mit dem Thema auseinandergesetzt habe, also die Forschungsliteratur der letzten 30 Jahre gelesen und auch die aktuelle Diskussion in den Medien mitverfolgt habe. Allerdings hätte ich dies sicherlich nicht gemacht, hätte ich ein anderes Thema gewählt.

5. Bitte reflektieren Sie über Ihre Erfahrungen, die Sie im Studium im Hinblick auf die künftige Lehrtätigkeit gemacht haben. Lassen sich Wissen und Fähigkeiten, welche(s) Sie im Studium erworben haben, aktuell in Ihrer Arbeit anwenden? Fühlen Sie sich durch das Studium gut vorbereitet für den Berufseinstieg? Inwiefern fühlen Sie sich durch das Studium vorbereitet, an städtischen Schulen mit ihrer Vielfalt und den komplexen Lernbedingungen zu unterrichten?

Candidate	Response
B.1	Ich kann in meinen Seminaren die Erfahrungen und didaktischen Kompetenzen, die ich im Studium gelernt habe, vielfältig anwenden. Ich würde mich, ohne Erfahrung damit zu haben, nicht kompetent fühlen, in einer städtischen Schule mit ihrer Vielfalt und den komplexen Lernbedingungen zu unterrichten.
B.2	Meiner Ansicht verfehlt das Lehramtstudium in großen Teilen sein Ziel, auf diesen Beruf vorzubereiten. Es fehlt die Praxis und vor allem auch die psychologische und pädagogische Schulung. Das Fachwissen wird zwar auf einem hohen Niveau vermittelt und das finde ich auch sinnvoll, da man als Studienrat ja auch die Schüler auf ein Fachstudium vorbereiten will. Allerdings kommt dafür das schulische Basiswissen, das Schulbuchwissen zu kurz. Es fehlt die breite allgemeine Ausbildung in Biologie und auch in Deutsch!!! Natürlich ist es kein Problem, sich dieses Wissen selbst anzueignen, - nur es fehlt dann die Zeit dazu! Zudem ist das Hauptproblem vieler Referendare, dass man zu Beginn überhaupt keine einsetzbaren Unterrichtsmaterialien hat: das Handwerkszeug des Lehrberufs! und diese bekommt man im Studium auch in keiner Weise vermittelt oder nur mitgeteilt, wo, wie, zu welchem Zweck man solche Materialien bekommen und einsetzen kann.

	<p>Die Didaktik, die man an der Uni lernt, ist im Vergleich zum schulischen Alltag meiner Meinung nach zu praxisfern und viel zu wenig handlungsorientiert. Im Unterricht ist zudem Didaktik und Pädagogik eng miteinander verbunden und dies müsste auch an der Uni mehr miteinander verzahnt werden.</p> <p>Welche didaktische Methode ich anwende, hängt auch davon ab, welche Schüler ich in der Klasse habe (unruhig, eher träge, unkonzentriert oder hoch engagiert etc.) und wie ich auf diese pädagogisch wirken will (beispielsweise zu mehr Verantwortung, Arbeitsengagement, Interesse, Einsatz bewegen).</p>
B.3	<p>Das Studium der Politikwissenschaft hat mich sicherlich auf meine wissenschaftliche Arbeit als Doktorantin vorbereitet. Ich hoffe in Zukunft auch die Kenntnisse, die ich in meinen Didaktikkursen erworben habe, in der Lehre einzubringen.</p>
B.4	<p>Durch das Studium fühle ich mich nicht gut vorbereitet. Die Didaktik-Veranstaltungen waren durchgängig sehr, sehr schlecht (bis auf zwei Ausnahmen). Das Wissen, das ich im Studium erworben habe, lässt sich allerdings sehr gut in meiner aktuellen Arbeit anwenden.</p>
B.5	<p>Mein Studium hat mir vor allem Fachwissen meiner beiden Fächer (Geschichte und Englisch) vermittelt. Darüber hinaus ist mir vor allem das Wissen aus meinem Wahlbereich Psychologie präsent. An den Fachdidaktiken ist mir noch Geschichte präsent. Englisch Fachdidaktik fand ich während des Studiums schon völlig fern der Realität und ist mir heute nicht präsent.</p> <p>Am meisten profitiere ich von meinem Fachwissen und den Arbeitstechniken, die ich in meinem Geschichtsstudium erworben habe (Texte lesen, verstehen, aufbereiten, Thesen aufstellen etc.) Das Anglistikstudium hatte wenig gemein mit dem, was ich unterrichte.</p> <p>Ich profitiere von meinem erworbenen psychologischen Wissen und auch von der Methodik (Kommunikation, fairer Umgang, Anteile aus der Mediation, Wissen über soziale, emotionale Vernachlässigung etc.)</p> <p>Im Bereich Fachdidaktik profitiere ich von meinen Praktika und teilweise von meinen Geschichtsdidaktik-Seminaren.</p> <p>Insgesamt fühle ich mich fachlich vorbereitet (weit mehr Geschichte als Englisch). Fachdidaktisch fühle ich mich teilweise für Geschichte vorbereitet, für Englisch kaum. Der Schwerpunkt Psychologie hat mich auf einige Eventualitäten vorbereitet und erscheint mir als sehr sinnvoll. Die Erziehungswissenschaften im Allgemeinen haben mich auf Teilaspekte vorbereitet, dennoch erscheinen auch sie mir sinnvoll gewesen.</p> <p>Aus dem Bereich meines Anglistikstudiums und der dazugehörigen Fachdidaktik kann ich aufgrund der mangelnden Lehrbezogenheit kaum etwas anwenden. Sehr schade! Das finde ich sehr ärgerlich!</p> <p>Insgesamt fühle ich mich daher vor allem durch meine steigende Lehrererfahrung als Nachhilfelehrerin für die Schule vorbereitet.</p>

B.6	<p>Erst einmal: Meine Schule ist eine Gesamtschule in wirklich sehr dörflicher Umgebung! Aus diesem Grund ist sie sicherlich weniger (kulturell) vielfältig und komplex als eine Schule in der Stadt.</p> <p>Mein Wissen und meine Fähigkeiten aus dem Studium sind nur sehr peripher wichtig für die Schule. Allerdings habe ich gelernt, mir Wissen schnell anzueignen und das hilft mir jetzt.</p>
B.7	<p>Ich hoffe, dass mein Wissen, meine Erfahrungen und Kenntnisse, die ich im Verlauf des Studiums erlangt habe, mit in den Schulalltag (nicht zwangsläufig in die thematische Vorbereitung der einzelnen Stunden) miteinbinden kann - es wäre schrecklich, wenn meine Kenntnisse im Bereich von genderorientierten Unterricht, pädagogischer Psychologie, Methodik und Didaktik in der Praxis nicht angewendet werden könnten.</p>
B.8	<p>Wie in Punkt 3 bereits beschrieben, fühle ich mich nicht gut auf den Berufseinstieg vorbereitet. Ich fühle mich fachlich zwar sehr gut ausgebildet, bezüglich des bevorstehenden Alltags in Schule allerdings habe ich im Rahmen der universitären Ausbildung so gut wie kein praktisches Wissen erwerben können. Die Lehrerausbildung geht m.E. an der Schulrealität vorbei, wie ich mich zukünftig als Lehrerin in Schule bewegen soll ist völlig unklar geblieben. Bezüglich des Umgangs mit komplexen Lernbedingungen insbesondere an städtischen Schulen fühle ich mich ebenso wenig vorbereitet - Methodik/Didaktik für solch besondere Bedingungen wurden im Rahmen des Studiums nicht vermittelt.</p>
B.9	<p>nein. aus meinem studium habe ich wenig mitgenommen, was mir heute als lehrerin hilft. strategien zum classroom management und zum generellen umgang mit den kindern muss man aus der eigenen erfahrung und intuitiv entwickeln. auch inhaltlich hat mich das studium nicht auf die von mir erfüllenden aufgaben vorbereitet.</p>
B.10	<p>Das Studium selbst hat mich nicht so wirklich gut auf meine zukünftige Lehrtätigkeit vorbereitet, da es viel zu viel Theorie und zu wenig Praxisanteile hatte. Ich kann zwar jetzt auf wissenschaftlichem Niveau über interkulturelle oder fachdidaktische Fragen diskutieren, aber auf den Alltag in einer Klasse bereitet mich das nicht wirklich vor. Dafür ist gut, dass ich während meines Studiums in unterschiedlichen Jobs gearbeitet habe (unter anderem habe ich Jugendprojekte organisiert) und zwei Mal im Ausland war, um dort zu unterrichten. Diese Sachen habe ich mir jedoch selbst gesucht, sie waren vom Studium aus nicht vorgeschrieben.</p> <p>Für den Berufseinstieg müsse bereits im Studium viel mehr Praxis einfließen, nicht nur Fachdidaktikseminare mit theoretischen Unterrichtsentwürfen, sondern solche, die man auch ausprobieren kann. Das wäre super.</p>

Appendix II: Translated English Responses from the FU Berlin Candidates: Second Questionnaire – April 2008

1. Describe your experiences over the past 12 months. What has your journey been like from the university environment to where you are today?

Candidate	Response
B.1	I started working as a research assistant at a university in Berlin immediately after my final examinations. It was a challenging time full of new experiences and unacquainted tasks outside my field. I should have taken a break of one month. Sometimes, I have the impression to have just recovered from the examination efforts made – one year after the examination period.
B.2	<p>First, I was relieved to have completed my studies. However, I was under pressure to find a position as a trainee teacher quickly: job applications, then the first rejections to my job applications as well as job offers from other federal states. In Berlin, I received a rejection to my job application first but got accepted in the end. Since I have always wanted to stay in Berlin for personal reasons, I was glad about the job and stayed in Berlin.</p> <p>Currently, I work as a trainee teacher at a school in Berlin, and I am very satisfied with the job. However, it is a huge challenge as I have been asked to teach by myself for six hours from the beginning. I like the job, but it is stressful due to seminars, preparations for my classes, supervised teaching practice etc. I think especially the seminars are partly unnecessary and a time-consuming burden distracting me from teaching in class.</p>
B.3	I had my last exam in October 2008. Since then, my life has changed considerably. Owing to a job offer as a research assistant, I moved from Berlin to (another German city). My current job has got nothing to do with teaching. I do not like looking back on my studies at all. Especially, the examination period was absolutely terrible. My life is much more pleasant now.
B.4	Very stressful – since I was offered a job in another city before the exams, I had an exhausting life commuting between two cities. Unfortunately, the federal examination office in Berlin was not co-operative at all: instead of helping me to combine my job and my exams, they literally told me that my request was not “their problem” (uttered by the official in charge). It was neither possible for her to adjust the examination dates to my needs (although the examiners agreed to it) nor to provide me with my university certificate within a narrow time frame - or, at least, with a written confirmation stating the completion of my studies.
B.5	Upon successful completion of my studies, I was thinking about entering a field of work different from

	<p>my educational background and started working at a bookstore. But it was no big success, and I was only offered an apprenticeship there. And after five months, I realized that my field of studies had been the right choice, so I applied as a trainee teacher in Berlin and Brandenburg. I received rejections to my job applications from both federal states. I keep on applying for jobs in Berlin and will apply in Brandenburg again too. Since October 2008, I have been working as a private tutor for several institutes. I earn approximately the amount of money I am allowed to earn according to the family insurance I share with my husband. Overall, I am satisfied with this job. I enjoy teaching all the different types of students, and I think that it is an important preparation for the school environment.</p>
B.6	<p>It was an eventful time since I had to move house due to my job as a trainee teacher. In the new city, everything was quite exhausting at first because I had to start a completely new private and professional life. It was a time full of impressions and new things to learn. Actually, it was nice to experience something new.</p>
B.7	<p>I have not finished the First State Exam- at the end of this Semester I will have the exams behind me.</p>
B.8	<p>I completed my studies just a month ago. I am really happy, to have finally completed my studies at the university. I am waiting for a job offer as a trainee teacher and assume that I will be offered one starting in August. Thus, I enjoy my free time to the fullest.</p>
B.9	<p>It took a long time until I could fully relax again. Besides that, I had to start working right away. Therefore, there was no time for relaxation and I applied for a job as a trainee teacher and was waiting for a job offer.</p> <p>But it was a really great moment to return all the books and my canteen card (just to get a new one a few months later).</p>
B.10	<p>I haven't yet completed the program, and have about a year for the exams.</p> <p>Although I no longer courses, but I am still often in the university, learning at the library.</p>

2. Have you been working in the field of education? If so, describe what you have been doing and how your experiences have been as a first year teacher. If you have not been working in the field of education at all, will your experiences over the past 12 months be useful when you enter the profession of teaching?

Candidate	Response
B.1	<p>Since this summer term, I have been teaching an intensive workshop for BA students. Both, this seminar and the administrative experience in a public institution would surely have prepared me – in some aspects – to launch my teaching career.</p>

B.2	<p>As I responded in question 1: trainee teacher at a Gymnasium (German high school) in (neighborhood). I enjoy being a teacher. However, I have noticed that I mainly learn by the “try and error” method. I make a lot of mistakes in planning and in the execution of my tasks. But I can learn from every mistake and improve constantly.</p>
B.3	<p>No, I haven’t had any experience in teaching and my current job is not preparing for such activities. I would like to teaching at the university within the next year but in my opinion, is quite different from teaching in schools.</p>
B.4	<p>I completed my studies less than twelve months ago. But in the first twelve months after completion of my studies, I will probably teach two units at a university and prepare additional classes.</p>
B.5	<p>Since October 2008, I have been working as a private tutor (see question one) for two institutes and (name included) a private tuition platform of the (name) publishing group. I have had good experiences with all three “employers”. I teach individuals as well as groups.</p> <p>I think group tuition is quite inefficient since the private tuition institutes fill the group with preferably five students – e.g. from grade 7 to 10. Their educational levels differ too much and their learning effect suffers from it. The students' learning effect is quite low, and the tuition class turns into a homework supervision class. The absence rate is very high. Some students skip their tuition classes, and some parents call the tuition institute on a regular basis to find out whether their child attended class. Especially younger students (grades 7 to 9) are overstrained due to their school and hobbies and regard private tuition as victimization.</p> <p>However, private tuition for individuals is very efficient. I can respond to the student's needs and problems. The cancellation rate is low. Nevertheless, students whose parents can afford private tuition for individuals are even more overstrained due to their diverse hobbies. Many students would prefer to just listen for 1.5 hours. Sometimes, they are neither prepared nor able to think deeply (!!!).</p>
B.6	<p>Yes, I started working as a trainee teacher in August 2008. The first weeks were very exhausting. In retrospective, it was well organized because all trainee teachers had to take part in a preparing seminar for three weeks (1 week of general pedagogy and 2 weeks dedicated to subject-specific knowledge). Because of that, I knew what to expect and what was expected from me. Besides that, all trainee teachers had the chance to get to know each other. Since then, we have been working pretty well together and have been sharing our sorrows and burdens. This is very important!</p> <p>Overall, I like my job. I regard the supervised teaching practice as a kind of performance because “real” classes are different! In (specific area of Germany), where I work as a trainee teacher, trainee teachers are to teach about half their weekly lessons in a class supervised by a “real” teacher. Trainee</p>

	<p>teachers are given feedback by teachers and are advised how to prepare for class. They are also issued certificates by their supervising teachers after class. Some trainee teachers perceive this as a burden, but I find that this continuous feedback really help me improve my teaching. The supervised teaching practice is a control sample since individual advice sessions are not possible. I enjoy my unsupervised lessons. They are partly less strenuous because there is no one watching and judging me. Besides that, I have a good rapport with “my class”. Because I am responsible for their written tests and their grading, I have a different authority when teaching the seminars compared to the supervised classes where I am not the “real teacher”.</p> <p>There is considerably much to learn and to do. I think the difficulty of being a teacher is that you never have free time. I have difficulties separating my professional and private lives and I will probably never learn it. Many teachers at my school work to the breaking point and work late hours every day.</p>
B.7	<p>Some of my fellow students have already started working as a trainee teacher and have made different experiences. Most of them feel abandoned by their mentors and are partly overwhelmed.</p>
B.8	<p>Partly yes: at the beginning of the year, I helped organize a workshop for school staff. I also took care of students taking part in the (specific language event). These were helpful experiences because I was in touch with students and noticed how much I enjoy working with them.</p>
B.9	<p>Within the scope of budgeting the personnel costs, I worked as a substitute teacher at a school. It was a nice start, and I enjoyed working there. Of course, neither the studies nor the final exams prepared me for my everyday work as a teacher. This is what I learn during my work as a trainee teacher every day!</p> <p>It is a very time-consuming job. I sit every day after school at the desk and prepare and plan my next classes for hours. My studies were not really helpful for my work as a teacher. Strategies regarding classroom management and how to deal with children in general have to be developed intuitively according to one's own experience.</p>
B.10	<p>I taught ‘German as a Foreign Language’ for three months at (name) college in (country name). Unfortunately, this is a totally different learning group as one that I would expect to teach in a German school. The course that I gave had small groups with maximim twelve people, all of whom were more or less motivated, therefore, a different learning environment. But I also learned that even after hours spent for well-designed lessons, we must be prepared for all possible events.</p>

3. How efficacious (competent) do you feel working in an urban classroom that is culturally, racially, linguistically, and / or religiously diverse? Why do you think you feel this way (competent or not competent)?

Candidate	Response
B.1	Not competent, because I wasn't prepared in the program and was only able to collect a few practical experiences in the school placements. Only teaching in English would not be a problem for me.
B.2	I don't consider myself competent since I have such limited experience in this field. As long as the proportion of students isn't too great, I probably wouldn't have many problems.
B.3	Since I grew up in a multicultural environment and have a migration background, I do not think that it will be difficult for me to teach children with a migration background. But I am not sure because I do not work as a teacher yet.
B.4	I would categorize myself as mediocly qualified. Since I grew up in Berlin and taught remedial language classes at a Hauptschule (secondary school covering years 5 to 9 or the last 5 years of the compulsory 9 years at school in Germany) with 100% (!) of students from backgrounds other than German, I am probably better prepared compared to those without this kind of experience. But teaching there is still difficult; even for people who are very experienced in this area.
B.5	I consider myself well suited for it. I have an open and positive personal attitude towards different cultures. During my studies, I attended classes dealing with intercultural education. But I regard them as not so practice-oriented. I guess my curiosity and the joy of teaching children from different cultural backgrounds make the job easier for me.
B.6	I have the impression to be quite well trained and sensitized in the area of multicultural teaching compared to my fellow trainee teachers who studied in smaller towns. This is due to my personal experience. I used to live abroad, attended a couple of seminars dealing with multicultural coexistence... used to study Deutsch als Fremdsprache (German for speakers of other languages), my ex-flatmate used to study Intercultural Education... But there still are situations in class in which I do not know how to react.
B.7	During my obligatory internships, I used to teach at Gymnasiums with children of different cultural/linguistic/religious backgrounds. In fact, this did not lead to any difficulties in my classes at all. On the contrary: in Politics class, I was able to involve the students' different experiences due to the topic chosen, and we were able to talk about their different views. But I assume that this is not always possible - and probably was an exception.

B.8	I feel only slightly qualified because my studies were not specific enough in terms of Methodology / Didactics. Furthermore, I do not have the practical experience needed. The two obligatory internships during the training program were not sufficient enough to put the theory to the test and become more self-confident.
B.9	I feel competent. However, this is due to my own experiences with multiculturalism, in my own environment. The mandatory seminars on the topic were not at all helpful.
B.10	I consider myself more or less competent, as I have twice taught abroad and have focused in my studies and during my examinations on exploring the theme of intercultural learning. I can never meet all the students' needs, but I'm at least sensitive to reflect on the differences of the students and can reflect on my own behavior.

4. Do you feel your perception of efficacy towards teaching in urban classrooms (or classrooms that encompass higher levels of poverty and / or are culturally, linguistically, religiously diverse) has been strengthened or weakened over the past 12 months? Why is that?

Candidate	Response
B.1	I don't know that answer.
B.2	Since I have so few foreign students in (specific neighborhood), I cannot judge that.
B.3	My self-assessment did not change in the past 12 months because I was not confronted with this question at all. If I had started working as a trainee teacher, I would have had to think about this question more. This would have enhanced my sensitivity how to teach students with a migration backgrounds.
B.4	I cannot judge.
B.5	I have also made experience with students of different religious backgrounds. But my experience with different social backgrounds outshone the problems arising from different religious backgrounds by far. This made me more sensitive in terms of my self-assessment and taught me to cope with didactics. The experience also taught me what I can and cannot do in terms of teaching students who display behavioral problems, have potential for violence or behave in a snobby way etc. During my quite short time as a teacher, I have learned how social background and educational career correlate (plain-spoken: a Catholic, tennis-playing son of a civil servant from a Gymnasium vs. an Italian son of migrants who is on his way to be expelled from Realschule (junior high school for ages from 10 to 16)). What is also noticeable is that the children and teenagers I take care of are

	EMOTIONALLY abandoned. According to my experience, this category often outshines cultural and linguistic difficulties and can be observed in all social classes!!!
B.6	I think I became more sensitive because I have been in some concrete situations at school where different backgrounds played a role. It does not really make sense to talk about it in an abstract way. Therefore, it is much more important that those who already work as teachers and have specific practical experience continue their studies constantly.
B.7	I think not, since I have not taught over the past 12 months.
B.8	Due to the practical experience mentioned in section 2 and the close contact with children and teenagers arising from it, I became more sensitive in terms of my self-assessment because it allowed me to overcome my anxiety towards children with different cultural / linguistic / religious backgrounds.
B.9	I don't think my sensitivity has changed much. Unfortunately, my school offers homogeneity in this respect. But have become more sensitive due to my own contact with people from other cultures.
B.10	If it has, it is because I have done extensive work for my state examination on the subject, therefore, have read the research literature over the past 30 years and followed the recent debate in the media. It certainly wouldn't be this way had I of chosen a different topic.

5. Reflect on your experiences in your teacher training program. Do you feel the knowledge and skills that you learned in your program is applicable to your current professional experiences? Do you feel the knowledge you obtained through your program has prepared you to confidently enter the profession of teaching? Do you feel the skills and knowledge you have obtained through your program has prepared you to confidently teach in urban classrooms that encompass diversity and complex learning environments?

Candidate	Response
B.1	In my seminars, I can put both my experiences and didactic qualifications I obtained from my studies to good use. Without my experience, I would not feel qualified enough to teach at a city school with all its diversities and the complex learning conditions.
B.2	I think the studies miss the point on how to prepare teachers for their profession. They lack practical experience and, above all, psychological and pedagogical training. Admittedly, the students are equipped with knowledge on a high level and I think that it is useful since lecturers aim at preparing their students for their professional studies. However, they do not invest enough time in the basic knowledge from schoolbooks. There is a lack of general knowledge in

	<p>Biology and German!!! Of course, they can acquire this kind of knowledge on their own – but there is no time for that!</p> <p>In addition to this, the trainee teachers' main problem is that they do not have any applicable teaching material when starting their career: the teacher's armamentarium! And during your studies, you are not advised which teaching material to use either or not even told where you can obtain that teaching material from. You are not told how and why you should obtain it and how to put it into good use. Didactics taught at university lack in practical relevance and are not activity-oriented. In class, Didactics and Pedagogy are closely related to each other. This should be taken into consideration already during the Education Studies at university. What teaching method I use, also depends on which school I was actively involved in the class (restless, sluggish, unfocused, or high, etc.) and how I want to contribute to this pedagogically (for example, more responsibility, work commitment, interest, commitment move).</p>
B.3	<p>My Political Science program has prepared me for my scientific work as a doctorate student. I hope that in the future I will be able to integrate the knowledge that I acquired in my didactics courses into my teaching.</p>
B.4	<p>I don't feel well prepared from the program. The didactics courses were all very bad quality (except two of them). But I will be able to utilize the knowledge gained through my studies in my current work.</p>
B.5	<p>My studies mainly equipped me with the professional knowledge of the two subjects I studied (History and English). Furthermore, I remember a lot of the knowledge I learned in Psychology, my optional subject. In terms of teaching methodology, I still remember what I was taught in History. But the teaching methodology in English was out of proportion with reality already during my studies and I do not recall much of it.</p> <p>I benefit the most from my professional knowledge and the techniques I acquired during my History studies (reading texts, comprehend them, work them up and place a hypothesis). My English Studies had little in common with what I teach today. I benefit from my knowledge in Psychology and as well as Methodology (communication, fair treatment, parts of mediation, knowledge on social and emotional negligence etc.). In the area of teaching methodology, I benefit from my internships and, to some extent, from my seminars dealing with didactics in History. Overall, I feel professionally prepared (in History more than in English). In terms of teaching methodology, I feel partly prepared for History, but insufficiently for English.</p>

	<p>My major in Psychology prepared me for some eventualities and appears very useful to me. In general, Pedagogics prepared me only for some aspects, but they also appear useful to me. This area of my English Studies and the corresponding teaching methodology are hardly not applicable at all due to their lacking relatedness. What a shame! It is really annoying! Therefore, it is my increasing teaching experience as a private tutor that mainly prepares me for my future teaching career.</p>
B.6	<p>First of all: my school is a Gesamtschule (comprehensive school) in a very rural area! Therefore, it is certainly (culturally) less diverse and complex compared to schools in urban areas.</p> <p>My knowledge along with my skills obtained from my studies are just peripherally important for schools. However, I have learned to absorb knowledge quicker, and this is helpful to me.</p>
B.7	<p>I hope to be able to combine my knowledge and experiences obtained from my studies with my everyday school life (not necessarily with the preparation of the topics for every single lesson). It would be devastating, if my knowledge in the area of gender-oriented teaching, pedagogical psychology, methodology and didactics could not be applied properly.</p>
B.8	<p>As already mentioned in section 3, I am not well prepared for my career entry. Subject-specifically, I am very well trained. However, I was not able to gain any practical teaching experience during my studies for my everyday school life as a teacher. In my opinion, the training has nothing to do with the everyday school life. I did not learn anything about my future role as a teacher. I do not feel prepared to deal with complex learning conditions especially at schools in urban areas. In Methodology/Didactics, I did not learn anything for specific conditions like this.</p>
B.9	<p>No, I have taken little from my studies what I need as a teacher. Classroom management strategies and general relationships with children one must gain develop through experiences and intuitively. My studies did not prepare me for the tasks as a teacher.</p>
B.10	<p>The program itself did not prepare me very well for future teaching because it had too much theory and not enough practical elements. I can now discuss on a scientific level intercultural or specialised didactical questions, but it didn't really prepare me for the everyday workings in a classroom. For this, I feel it is good that I have worked during my study in different jobs (like others, I have organised youth projects) and was twice abroad. I have discovered these things for myself, not from my studies.</p> <p>In preparation for entering the workforce, much more practice must take place in the program, not only professional didactics seminars with the theoretical teaching, but skills that one can also try out. This would be great.</p>

Appendix III: Responses from the OISE Candidates: Second Questionnaire – April 2008

1. Describe your experiences over the past 12 months. What has your journey been like from the university environment to where you are today?

Candidate	Response
T.1	My original assessment remains true, that the best and only possible training for the career really does come from actually doing and experience; while coursework is helpful to a certain extent, most of what I do today in the classroom I learned while in the classroom itself.
T.2	<p>The journey has been frustrating. Not in regards to the actual teaching, but the road to getting a teaching position. Teachers are not in high demand in Toronto, and therefore it has been very challenging to find work. I started a maternity coverage in December at a school called (name of school) in Toronto. This school was nothing like my teaching placements in school. This school is considered very academic and very active.</p> <p>Last Fall I completed an additional qualification course in English as a Second Language part I, with hopes that this would help my application process. The school I teach at does not even have an ESL/ELL department, however statistically speaking we have a population of 25% ELL.</p>
T.3	After finishing Uni, I went to teach overseas in rural (country name) for three months. It was very different from my teaching experience in Canada, but I was surprised at some of the similarities. After I got back to Canada I found work teaching at an ESL school in Toronto, then was a marker for the Ontario Literacy Test and am now working as an educational tour guide for grade 7-8's. The journey from Uni life has been a bit unpredictable, but overall extremely enjoyable.
T.4	The experiences of the past 12 months have been quite varied. The time has been dominated by teaching at two inner-city high schools in Toronto. I have been very fortunate to be able to find employment in Toronto when I see many others in my cohort at OISE struggling to land positions even in the field. I consider myself very fortunate to have experienced the smooth transition from university to the beginning of my career.
T.5	I have been working since November at a private school for gifted students in Toronto. Teacher's college was good preparation for working here.
T.6	It's been a great experience to finally move into the workforce. I was hired as a full-time permanent teacher with a French School board in Toronto. I was in university for 8 years, which was too long for the little benefits it gave me. At work, I have a better quality of life, a much more exciting purpose everyday, a well-deserved salary. The transition was very easy, as I felt it was about time I left school.

T.7	<p>I graduated in June from OISE's BEd program, after taking an Additional Qualification course in Special Education. A major motivation for taking the AQ was that it would increase the likelihood of getting a teaching job. I was not called for an interview for the TDSB's 'Eligible to Hire' list. Over the summer, I applied for a few specific secondary teaching positions in (names) School Boards, but didn't hear from any.</p> <p>Following advice from a friend and teacher at this school, I submitted a resume for supply teaching to an Adult Learning Centre for supply teaching. I ended up receiving an interview, and was hired, to teach (course name) at the school. After teaching this course for a term, I've continued working at this adult ed school, teaching (course name) to newly immigrated adults. I've also applied again, and was accepted, onto the board's eligible to hire list.</p>
T.8	<p>I returned to the position I had before I went to teachers college at (company name). There has been no change and securing a teacher position has proven difficult. I also volunteer at a local high school, in the Phys-Ed department.</p>

2. Have you been working in the field of education? If so, describe what you have been doing and how your experiences have been as a first year teacher. If you have not been working in the field of education at all, will your experiences over the past 12 months be useful when you enter the profession of teaching?

Candidate	Response
T.1	<p>I am currently working at (name of school), an inner-city school in the neighbourhood of (area name). The school is very ethnically diverse, with a large Tibetan population. My preps have been fairly spread out, from a Grade 12 University Chemistry class last semester to an Essentials Science class this semester.</p>
T.2	<p>This past year I covered a maternity leave in the Social Sciences and next year I will be covering a leave in Science. This year was challenging, in that I did not complete a teaching subject in History, which was in my timetable this year.</p> <p>I also found it frustrating how little support LTO's (teachers covering a leave of absence) receive. I did not formally have a mentor this year, nobody observed my classes, or checked up on what I was doing.</p> <p>I taught in a public school, but one with a reputation of being very academic. With this, there were very few classroom management issues. The biggest issue I had was in regards to one student who was pregnant and stopped attending school, and another student who was in drug rehab. For these students I</p>

	<p>prepared remedial packages, and work packages that they could complete on their time and schedule. This was based on my own initiative and philosophies of education I developed during my year at OISE-UT.</p>
<p>T.3</p>	<p>I have been working in education; I've been a English teacher in (country name), an ESL teacher in Toronto, a marker for a standardized test and am now teaching history and geography in Montreal and Ottawa as a tour guide. They have all been positive experiences that have helped shape the way I teach for the better.</p>
<p>T.4</p>	<p>I have been fortunate enough to be employed by the Toronto District School Board. For the first semester, I worked at (name) Secondary School, which is in the (name) community of Toronto. The area has a reputation for gang activity, violence and low-income families. With my background in inner-city education, I felt very ready to handle the task of teaching mathematics to students who feel disengaged with the education process, but it was still very difficult at times. I had problems with attendance and motivating students to complete their work. I was able to limit classroom disruptions by maintaining a positive classroom environment and having good rapport with students, but problems with classroom management still occurred from time to time. Even with those challenges, I very much enjoyed my time at (school name). The students were full of character and stories to tell, and it was gratifying when students were engaged in the lessons I delivered, particularly when students who have a weak background begin to understand the concepts and gain confidence. In any teaching job, I feel that there will be highs and lows, and my time at (school name) was no different.</p> <p>Because I only had a half-time contract, I needed to job-hunt to receive my second half-time contract to complete a full-time contract with the TDSB. I was fortunate enough to receive three job offers, and I chose to work at (school name), another school that fits the inner-city label. The school is infamous for the shooting and death of Jordan Manners in 2007 and the stabbing of a student in 2008; however, I wanted to make my own opinion of the school, notwithstanding the incidents that occurred. I feel that my experience at the school is somewhat skewed because I am teaching only students who are more academically inclined. I currently have no exposure to students who have more difficulties in school and greater challenges in their lives, which is something that I miss, as I feel that I could make more of an impact as an educator. Having said that, it is nice to have fewer class disruptions and students who are very keen and motivated to achieving success. I am also the assistant coach of the school's baseball team, which has been one of the highlights of the year. One of the main reasons why I chose to become a teacher was the option of coaching sports, and it has not disappointed. Because baseball has not been present in the school for many years, almost all the players on the team have no baseball experience, so</p>

	<p>I have to teach all the skills that they need to know to become more successful. It's the perfect marriage of education and athletics!</p> <p>All in all, I would say that my experience as a first-year teacher has been very positive, and quite the learning experience. I feel that I have grown so much as a teacher in just the past 8 months, and I know that I have much more to learn to become the effective educator I feel that I can be.</p>
T.5	<p>It was really hard to get anything in the public board. I had one interview for a teaching position (contract) at (school name) last year. I supply taught for 4 days (in 2 months) then landed the LTO at (school name). I'm working harder than I ever have (even as a grad student) but I'm really enjoying it.</p>
T.6	<p>I have been working as a high school teacher. I taught Science grade 9 first semester, which I am qualified for, and Exercise Science grade 12, which I am not qualified for. It was a great semester and I loved the experience. I received much help from other teachers at the school. It was an immense amount of work every evening and every week-end to keep up with teaching courses for the first time. I also got to practice classroom management in one particular class. I got to test and try out my teaching philosophy, and the style I naturally would like to teach with. I learned enormously, and questioned so much about the profession and how I want to deal with issues.</p> <p>For the second semester, I changed departments to teach History and Geography, 2 new subjects for me!!! It's been going well and I am learning so much. I am looking forward to resting this summer though, and hopefully teach some same classes next year so I can breath.</p>
T.7	<p>Yes, see above (response to question 1)</p>
T.8	<p>Volunteering at a local high school phys-ed department. Supporting and observing other teachers in their classes and volunteering coaching with two teams, three days of the week while working the rest of the days. The experiences I find useful are being immersed in pedagogy keeps up my confidence and will facilitate an easier return to teaching.</p>

3. How efficacious (competent) do you feel working in an urban classroom that is culturally, racially, linguistically, and / or religiously diverse? Why do you think you feel this way (competent or not competent)?

Candidate	Response
T.1	<p>I feel quite competent in such a setting, having been in such a setting from the other side, and feel quite at home.</p>
T.2	<p>My experience while in teachers college was in a very diverse classroom, culturally, racially,</p>

	<p>linguistically and religiously. This past year, I taught in a school where the majority was Portugese/Italian, however still maintained diversity culturally and racially. According to school statistics, 25% were ESL students, however it was a Catholic school and therefore not very religiously diverse.</p> <p>Based on my own personal experience overseas, and experience last year, I think I would be competent in a classroom that was more diverse than the current one.</p> <p>Even this year, when possible, I would attempt to bring in the cultural identities of my students. For example, as a history assignment, students were required to create a parallel history scrapbook, based on their heritage, where there grandparents were living from 1900-1950.</p>
T.3	<p>I feel very comfortable teaching in a diverse classroom. Not because I consider myself an expert in that area, but because I am humble enough to know that I don't know everything but am willing to learn about it. I am, and will remain open to new challenges and so feel that I'm well equipped to work in these kinds of classrooms. Lastly, I feel that students, regardless of their religious, cultural or linguistic identities simply want to be treated with respect and I, as a teacher, want to give that to them. I find this to be the most important factor when teaching in any classroom - urban, diverse or otherwise.</p>
T.4	<p>I feel that I am competent as a teacher working in a diverse community. I understand the need to treat students equitably. For instance, at (school name), I made sure that students who were celebrating Ramadan were accommodated. I allowed those students the option of writing a test after they have completed their fasting period, as I felt that they were at a disadvantage because of their dietary restriction. I think that made those students feel understood or that they were cared about.</p> <p>In terms of cultural diversity, I feel that I am also competent in dealing with classrooms where cultures vary greatly between students. I know that a great number of students, particularly my female students, come from cultures where the males are quite dominant. This causes them to be much less vocal, and hence they do not approach me with many of their math problems. To remedy that, I ask these students if they require any help or clarification of any concepts. I believe that only now, after about 3 months, do they feel comfortable enough with me to ask for help.</p> <p>Linguistically, I feel that I require more training in order to become competent in that regard. I have one student whose second language is English. She is integrated in a class where all other students' first language is English, so her needs as an ESL student are often not met. I feel that I need to be shown strategies that allow her to understand the lesson better, while at the same time engaging the native English speakers.</p>
T.5	<p>My classes are not really what I trained to work in. They are culturally diverse and somewhat racially</p>

	diverse but not socially diverse. I feel competent to work here given my academic training and background - that is really valued here.
T.6	I feel competent working in an urban classroom. I have been living in urban settings all my life, and so I enjoy and feel at ease in a lot of diversity. My work terms in high schools has helped me tremendously. They helped me become comfortable interacting with youth in an academic setting.
T.7	I feel fairly competent working in an urban classroom as described above, mainly because I now have some (several months) worth of experience working with students here, and I feel I've been for the most part successful in establishing a positive relationship with my students.
T.8	Very competent, as long as you are passionate and caring about what you do. The students will pick up on it and cut you a break if there are areas you have that are weak. My experiences with the last three schools I have worked at have been very diverse and that experience helps.

4. Do you feel your perception of efficacy towards teaching in urban classrooms (or classrooms that encompass higher levels of poverty and / or are culturally, linguistically, religiously diverse) has been strengthened or weakened over the past 12 months? Why is that?

Candidate	Response
T.1	I think that as time goes by, and I experience more and more, it can be easy to question my efficacy, but the ability to work through the issues and work with the students on a day to day basis results in my recentering and refocusing, not on what my efficacy is, but how to improve efficacy at all times.
T.2	I dont think that it has changed. I haven't had as many opportunities to practice, as I would have if I had been in a more diverse school. I think that my personal experience internationally has supported the base of my competency, and that isn't likely to be greatly influenced by 12 months in any classroom. I would like to get into a school that is more diverse, to further develop my professional practice, but in the mean time, I will attempt to further develop with the student body I teach.
T.3	I feel that my experiences in a developing country along with my work in an ESL environment will be a great help in an urban classroom. This is because my experiences teaching in these environments have helped me better understand the lives of those living in poverty and/or cultural diversity (that is different from the mainstream). I now have a better understanding of what it's like to live, and teach in those circumstances and so feel more prepared to teach in that type of classroom.
T.4	I believe that my perception of efficacy towards teaching in urban classrooms has strengthened in some areas, but weakened in others. I feel that I can create the positive classroom environment that mitigates

	<p>problem behaviour in the classroom, which is an integral part of any classroom, but particularly in an inner-city school. I have also adapted well to the lack of resources that students face that prevents them from having the basic school supplies that most other students take for granted. I usually have a spare calculator for those who either forget or don't have one. I do not make demands to students to get special graph paper, but instead provide the basic kind that the school board supplies to staff. Finally, I feel that I have tried to create a culturally relevant assignment in math, whereby students choose a mathematician from a list that is grouped by religious, national, or ethnic background. Most students gravitated towards mathematicians to which they had a racial, cultural or religious similarity. It is my belief that as my first year has progressed, my abilities to work in a diverse classroom has somewhat improved.</p> <p>However, I feel that my perception of efficacy towards teaching in a linguistically diverse classroom has been weakened. Because language is such an important skill to possess in learning, I believe that I have not adequately supported those whose first language is not English. I feel that I require more training to better support those students, such as an ESL additional qualification.</p>
T.5	Weakened somewhat as this environment is quite different.
T.6	It has strengthened, because I have seen so many students succeed in my classrooms. I have made many connections and students have been confiding their problems with me. I also feel I have the respect of my students.
T.7	Yes, I feel my perception has improved, for the reason mentioned above. (in question 3)
T.8	My efficacy has remained the same. This is strictly exposure, I feel it would have been strengthen if the time spent in class was more meaningful as an LTO or Permanent position.

5. Reflect on your experiences in your teacher training program. Do you feel the knowledge and skills that you learned in your program is applicable to your current professional experiences? Do you feel the knowledge you obtained through your program has prepared you to confidently enter the profession of teaching? Do you feel the skills and knowledge you have obtained through your program has prepared you to confidently teach in urban classrooms that encompass diversity and complex learning environments?

Candidate	Response
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T.1	<p>It is difficult to draw the line as to what was learned in the program and what was learned elsewhere. I think that my program was helpful in that it facilitated many kinds of discussions and conversations that might not necessarily have been done elsewhere, or by everyone in other programs.</p>
T.2	<p>I think I was prepared to teach in a far more challenging environment. Last year, I was very well prepared to teach in an urban classroom with a greater extend of diversity than that which I am currently teaching at. I still bring these methods to practice and I think it is refreshing for the student population that is a minority.</p>
T.3	<p>My teacher training has been incredibly helpful in my development as a teacher. The skills I learned and honed there have proven invaluable and made me a better teacher. The knowledge I gained in training has helped me navigate the difficult waters of teaching in many respects, but mostly in the realm of resilience and optimism - which are critical to success as a teacher in any classroom environment. As such, the skills and knowledge I acquired in training has made me confident to teach in an urban environment as it exposed me to those kinds of classrooms and I think the largest barrier to wanting to teach in those areas in simply trying it. Now that I've tried it, I know I can do it; and well.</p>
T.4	<p>I can say with absolute certainty that the skills and knowledge I learned in my teacher training program is applicable to my professional experiences. From proactive classroom management to creating culturally relevant lessons to learning about professional boundaries and responsibilities, I have used much of what I learned in my everyday experiences. For instance, yesterday, following a practice of our school’s baseball team, I witnessed a fight occurring in the field of another school. If I wasn’t aware of my professional responsibility to act on this event, I would have been negligent in my duties. Even though it was at another school, I learned in my teacher training program, that I am always a teacher, no matter where I am, 24 hours a day, 7 days a week.</p> <p>Perhaps it was more the experiences that occurred in the program, rather than the knowledge that the program offered, that prepared me to confidently enter the teaching profession. Like the adage, “you don’t know until you try”, confidence in teaching is very experienced-based. Of course, knowledge that I learned through the program prepared me, but it was the actual experience of practice teaching that really gave me the confidence I needed to be an effective teacher.</p> <p>The inner-city education program at OISE has absolutely prepared for teaching in an urban classroom with diversity of all kinds, be it cultural, ethnic, ability, etc. We discussed religious holidays and the need to be aware of their significance and any accommodations required for students who celebrate</p>

	<p>them. We also discussed the need for every teacher to be experienced with students with learning disabilities. Also, we discussed the need to create culturally-relevant lesson and use culturally-relevant pedagogy. The preparation that I underwent has been invaluable to me during my first year teaching in inner-city schools. I can't say enough to how fortunate I am to have the teachers and professors I had at OISE, particularly David Montemurro. If it means anything to your research, or if you just want to tell him if you get the chance, he is perhaps the best educator I have worked with.</p>
T.5	<p>Teacher's college helped me in many ways but most of my learning this year has been on-the-job learning that I could only have acquired teaching in a classroom and not at OISE.</p> <p>As I discussed with my colleagues last year, it would be great to go back and take TES and Ed Psych after 3-4 years of teaching. I think it would be more useful then.</p>
T.6	<p>I do feel the OISE program helped me very much. I would not want to have become a teacher without that training. After having studied chemistry for 7 years, I was out of touch with more social issues, such as gender identification, gentrification, segregation, racism, etc! I especially enjoyed class conversations on those topics while in the program. The courses I took to prepare me to teach Science were a little helpful, but mostly unrealistic. Lesson plans were ridiculously tedious at OISE, while they are more general in practice.</p> <p>I still find differentiated instruction to be a complex concept. I also learned that I strongly disagree with governmental policies, such as not being able to give zeros!</p>
T.7	<p>Yes, because the inner city education cohort helped my work better with, and identify with, people whose backgrounds are different from mine. There will always be much more to learn, but my program helped me maintain an attitude of being open to learning more and trying new ideas in teaching.</p>
T.8	<p>The program was one part of the learning experience. There were many good aspects regarding diagnostic tools and concrete learning strategies such as rubrics, adhering to expectations, concept of reflecting. I learned much more from the teachers in the field about who the students are - a much more human focus if you will and relationship building aspect.</p>

Appendix IV: FU Berlin Course Requirements from the Course Outline Books:

Course Requirements: Winter Semester 1995 / 1996

Nebenstehende Tabelle gibt eine Übersicht, welche Studienbereiche in der jeweiligen Sozialwissenschaft angeboten werden:

Prüfungsbereiche	Erziehungswissenschaft	Philosophie	Politologie	Psychologie	Soziologie
Studienbereiche					
Pädagogisches Handeln und wissenschaftliche Theoriebildung	•	•			
Schule als gesellschaftliche Institution	•		•		•
Sozialisation und Erziehung	•	•	•	•	•
Curriculum und Unterricht	•	•	•	•	•
Diagnose, Beurteilung und schulische Erziehungshilfe	•			•	

**TEILSTUDIENGANG FÜR ALLE LEHRAMTSSTUDIENGÄNGE
ERZIEHUNGSWISSENSCHAFT und EINE ANDERE SOZIALWISSENSCHAFT**

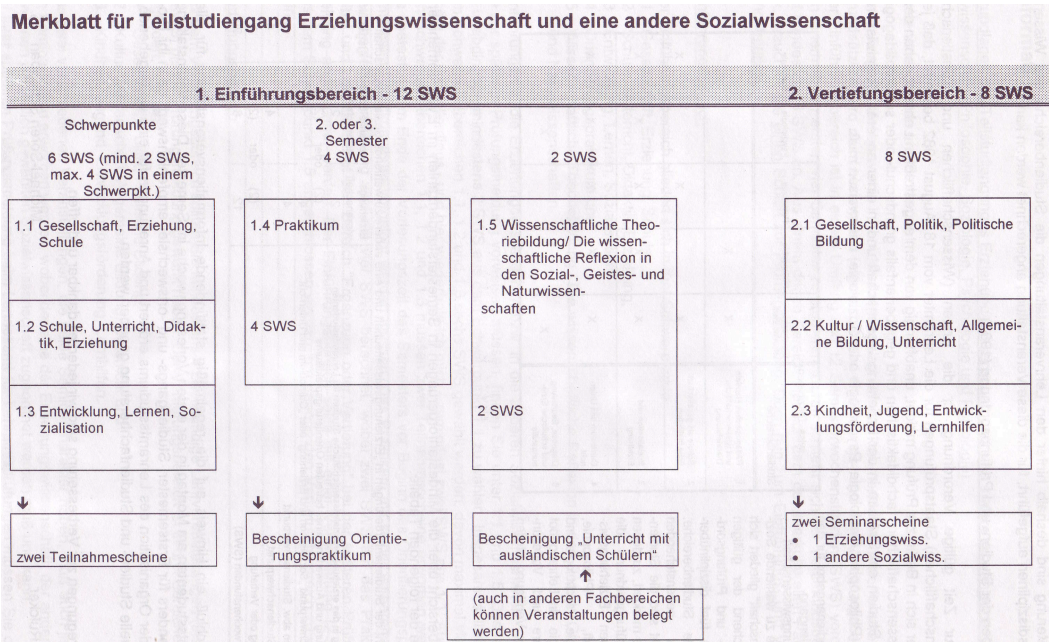
Dieser Teilstudiengang ist in allen Lehramtsstudiengängen gleich. Er kann vor allen anderen Abschlußprüfungen, frühestens nach dem 6. Semester abgeschlossen werden. Das Orientierungspraktikum ist Bestandteil dieses Teilstudiengangs.

Studienumfang insgesamt: 22 SWS

Diese 22 SWS teilen sich auf wie folgt:

- ◆ Erziehungswissenschaft 12 SWS
- ◆ Sozialwissenschaft 8 SWS
 Philosophie oder Politologie oder Psychologie oder Soziologie
 Dabei darf die Sozialwissenschaft nicht zugleich Studienfach sein.
- ◆ Interkulturelle Erziehung 2 SWS
 (wird überwiegend in den Erziehungswissenschaften angeboten, kann aber auch in anderen Studienfächern, wie z. B. Linguistik belegt werden)

Course Requirements: Winter Semester 1998 / 1999



wiss. Disziplinen	Erziehungswissenschaft	Philosophie	Politologie	Psychologie	Soziologie
1. Pädagogisches Handeln und wissenschaftliche Theoriebildung	X	X			
2. Schule als gesellschaftliche Institution	X		X		X
3. Sozialisation und Erziehung	X	X	X	X	X
4. Curriculum und Unterricht	X	X	X	X	X
5. Diagnose, Beurteilung und schulische Erziehungshilfe	X			X	

Eine Übersicht über die Mindestanforderungen in Semesterstundenzahlen im EWS entnehmen Sie bitte der folgenden Tabelle:

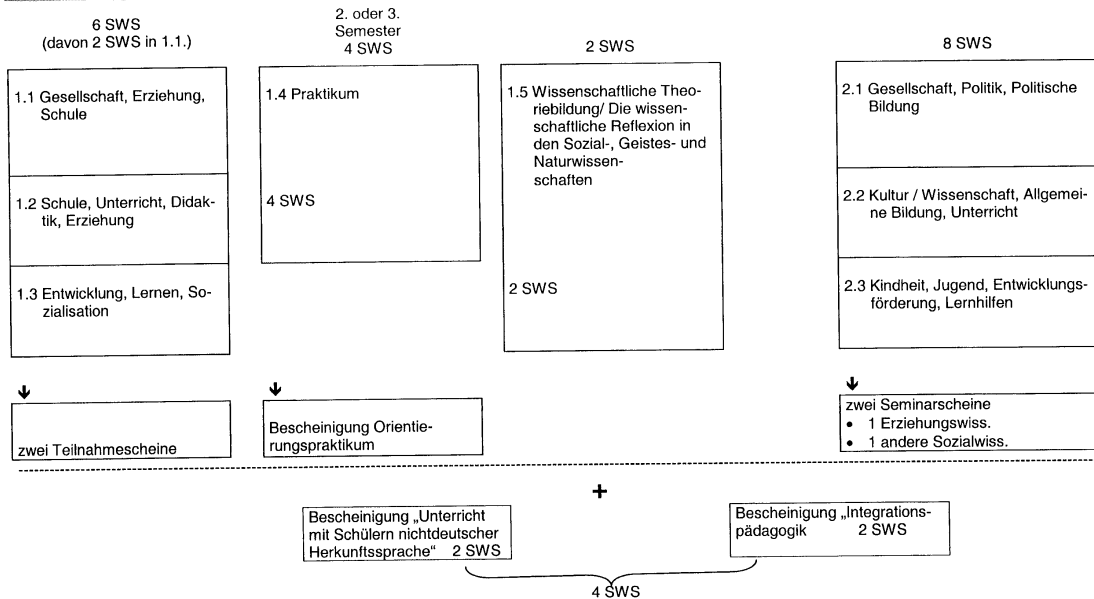
Übersicht der Studienanforderungen in „Erziehungswissenschaft und eine andere zu wählende Sozialwissenschaft“			
Bereich	Erziehungswissenschaft	gewählte Sozialwissenschaft	insgesamt
Einführung in das erziehungs-/sozialwissenschaftliche Studium für Lehramtsstudenten	2	2	4
Vorbereitung und Auswertung eines betreuten Orientierungspraktikums	(2)	oder (2)	2
Studienschwerpunkt „Sozialisation und Erziehung“ oder „Curriculum und Unterricht“ vom ersten abw. Studienschwerpunkt	4		4
weiterer Studienschwerpunkt		4	4
Ergänzung oder Vertiefung	(2)	oder (2)	2
Semesterwochenstunden (SWS)	12	8	20

Course Requirements: Winter Semester 2001 / 2002

Merkblatt für Teilstudiengang Erziehungswissenschaft und eine andere Sozialwissenschaft (20 SWS + 4 SWS)

1. Einführungsbereich - 12 SWS

2. Vertiefungsbereich - 8 SWS

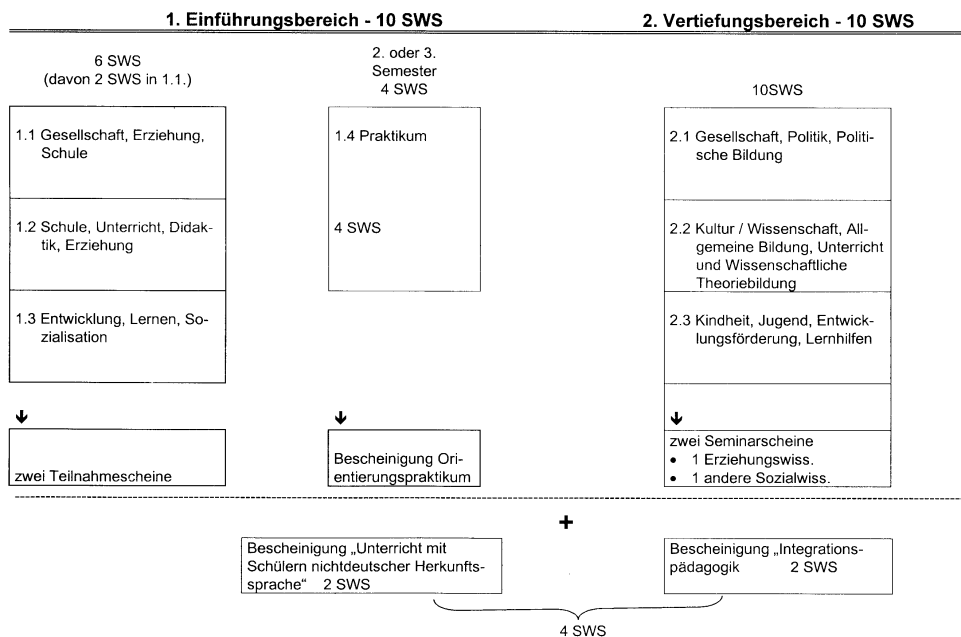


wiss. Disziplinen Studienbereiche	Erziehungswissenschaft	Philosophie	Politologie	Psychologie	Soziologie
	1. Pädagogisches Handeln und wissenschaftliche Theoriebildung	X	X		
2. Schule als gesellschaftliche Institution	X		X		X
3. Sozialisation und Erziehung	X	X	X	X	X
4. Curriculum und Unterricht	X	X	X	X	X
5. Diagnose, Beurteilung und schulische Erziehungshilfe	X			X	

Bereich	Erziehungswissenschaft	gewählte Sozialwissenschaft	insgesamt
Einführung in das erziehungs-/sozialwissenschaftliche Studium für Lehramtsstudenden	2	2	4
Vorbereitung und Auswertung eines betreuten Orientierungspraktikums/Ergänzung oder Vertiefung	2	und.....2.....	4
Studienschwerpunkt „Sozialisation und Erziehung“ oder „Curriculum und Unterricht“ vom ersten abw. Studienschwerpunkt	4		4
weiterer Studienschwerpunkt	4		4
Semesterwochenstunden (SWS)	12	8	20

Course Requirements: Summer Semester 2002

Merkblatt für Teilstudiengang Erziehungswissenschaft und eine andere Sozialwissenschaft (20 SWS + 4 SWS)



wiss. Disziplinen	Erziehungswissenschaft	Philosophie	Politologie	Psychologie	Soziologie
Studienbereiche					
1. Pädagogisches Handeln und wissenschaftliche Theoriebildung	X	X			
2. Schule als gesellschaftliche Institution	X		X		X
3. Sozialisation und Erziehung	X	X	X	X	X
4. Curriculum und Unterricht	X	X	X	X	X
5. Diagnose, Beurteilung und schulische Erziehungshilfe	X			X	

Übersicht der Studienanforderungen in „Erziehungswissenschaft und eine andere zu wählende Sozialwissenschaft“			
Bereich	Erziehungswissenschaft	gewählte Sozialwissenschaft	insgesamt
Einführung in das erziehungs-/sozialwissenschaftliche Studium für Lehramtsstudenten	2	2	4
Vorbereitung und Auswertung eines betreuten Orientierungspraktikums/Ergänzung oder Vertiefung	2	2	4
Studienschwerpunkt „Sozialisation und Erziehung“ oder „Curriculum und Unterricht“	4		4
vom ersten abw. Studienschwerpunkt	4		4
weiterer Studienschwerpunkt		4	4
Semesterwochenstunden (SWS)	12	8	20