



ITLS INTERNATIONAL TEACHERS FOR TOMORROW'S SCHOOL

SYSTEM CHANGE AS AN OPPORTUNITY FOR INTERCULTURAL SCHOOL DEVELOPMENT AND MUTUAL LEARNING

Reflection sheet: intercultural school development at our school

Abstract:

This material contains a series of guiding questions that can be used to reflect on the state of school development at your own school from the perspective of migration. The questions can be used as a basis for reflection and evaluation processes. You can either work with all the questions or with a selection. You can add your own questions and concerns.

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Type of document:
reflection sheet

Target groups:
principals, teaching staff

Goals:
exchange of ideas, experiences etc. on school development

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Now we want to take a look at the actual lessons and work at your school. These questions can be used as the basis for reflection and evaluation processes. You can either select some of them or try to answer and discuss the questions comprehensively. Of course, not everything can be implemented at the same time. In addition, some questions also depend on the financial and human resources of the school.

Possible guiding questions for the discussion at school:

1. Have you noticed discriminatory or ethno-/eurocentric content in the teaching materials – if so, how do you deal with it?
2. To what extent are the diverse linguistic competences of your students incorporated into lessons and school life at your school? How do you ensure that this does not convey a static or closed concept of culture?
3. To what extent are linguistic and intercultural aspects taken into account in interaction with parents?
4. How does your school respond to issues like racism, intolerance and violence if they arise?
5. Are teachers sensitised for a critical approach to racism and other discriminatory behaviour? If not, how can they get prepared for this?
6. Have you already conducted teacher training in global learning, intercultural education or climate justice at your school?
7. Is a critical approach to racism and discrimination part of your school development?
8. Does the question of how to deal with racism and discrimination play a role in internal or external teacher training; if so, how could it be strengthened?
9. How does the school teach newly arrived students with a refugee background? Do you reflect on whether this is appropriate or how it could be improved by the school and the teachers?
10. Does your school use out-of-school learning places for intercultural or global learning; if not, what possible opportunities could be offered in future?

11. Are there any international school partnerships or joint projects with schools from other countries at your school? How do you avoid clichés and stereotypes here as well?
12. To what extent does global justice play a role in your school development or teaching?
13. To what extent is your school committed to the UN Sustainable Development Goals (SDGs) and uses them for teaching and school organisation?
14. Does your school participate in exchange programmes? If so, how do you try to avoid clichés and stereotypes in the preparation and follow-up phases for the students?
15. Do teachers from other countries work at your school?
 - a. If so, what is their position in the teaching staff and how do the staff integrate them?
 - b. If not, how could teachers from other countries be recruited, hired and integrated into the teaching staff?
16. Do you offer lessons in students' language of origin at your school? Is this integrated into the regular school lessons?
17. Does your school also provide multilingual information for parents?
18. How could parent-teacher meetings be designed in a language-sensitive way?
19. How can you support the acceptance of your intercultural efforts through public relations (press, internet presence, information booths, events...)?
20. Do you have financial and human resources for intercultural education? If not, how could you get this funded?

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