

ITLS INTERNATIONAL TEACHERS FOR TOMORROW'S SCHOOL

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

“We always learn something new from each other” – Documentation of the project *International Teachers for Tomorrow’s School* (ITTS)

Abstract:

This documentation offers a pointed insight into the central results of the project *“International Teachers for Tomorrow’s School”*.

It gives an overview of the materials developed and shows where they are published on the project website, divided into different target groups.

Furthermore, it describes the contents and results of the final conference that took place in Mytilene, Greece, in May 2023.

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Target groups:

persons interested in the concerns of international teachers

Goals:

to summarise and present main findings and outputs of the project ITTS, to provide an insight into the final conference

Keywords:

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Documentation of the project ITTS – International Teachers for Tomorrow’s School

1 Introduction

International teachers worldwide confront barriers in their attempt to work as teachers in the school systems in their new country. On the same hand, classrooms are shaped by growing heterogeneity in many countries and international teachers can be seen as an asset for more diversity in schools in the migration society. What is needed are “transformative and lasting solutions for a strengths-based integration of international teachers that would lead to fundamental structural changes in the recognition and recruitment of international teachers” (Hachmeister & Schüssler, 2023, p. 192).

Against this background, the European ITTS project has been initiated in 2020 in seven countries: Belgium, Germany, Greece, Iceland, Poland, Slovenia and Türkiye. ITTS, co-funded by the ERASMUS+ grant program of the European Union, stands for: “*International Teachers for Tomorrow’s School – System Change as an Occasion for Intercultural School Development and Mutual Learning*”. The project has been running until August 2023 and the project partners look back on three years of enriching experiences, intensive cooperation, exchange, joint learning, research and material development, training and multiplier events.

ITTS aims to support, in a strength-oriented manner, the professional re-integration of international teachers with and without a refugee background who will work or are already working in schools in their new country. More precisely, ITTS seeks to support international teachers, their mentors and principals, and their new schools in reflecting critically on these barriers and to collect, synthesise and develop examples, best practice and material to show the benefits of the professional integration of international teachers in unfamiliar education systems. In addition, ITTS aspires to promote open and diversity-sensitive schools across Europe by supporting the professional re-integration of international teachers in European schools.

In the first part of the documentation, the ITTS project team offers a pointed insight into the central research results of the project and gives an overview of the developed materials. It is shown where the materials are published on the project website, designed and made accessible for different target groups. Secondly, the documentation describes the contents and results of the final conference that took place in Mytilene, Greece, in May 2023. Finally, some central recommendations as a result of the project are summarised at the end of the documentation.

We wish you good insights as well as food for thought and further exchange while reading,
your ITTS project Team

2 Results and products

2.1 Publication of the research results in seven countries

The professional re-entry of international teachers is still little researched in many countries. Therefore, the project "*International Teachers for Tomorrow's School*" (ITTS) started with research on the professional re-entry of international teachers in the seven project countries: Belgium, Germany, Greece, Iceland, Poland, Slovenia and Türkiye. In addition, potentials for a successful re-entry were investigated in a cross-country survey. The results and findings of this research and the project in general are finally published in English and German language at Waxmann, both in print and as open access versions.

The authors investigated the situation of international teachers in seven countries. In most of them research gaps have been filled and new ground was broken by the contributions. In addition to the country contributions, the results of a cross-national quantitative survey of the ITTS are presented in the publication.

In summary, the following aspects can be highlighted as lessons learned from the research and the ITTS project: So far, the issue of professional integration of international teachers, especially those from third countries, has been little explored in most ITTS project countries. The recognition of qualifications is strongly based on the country-specific standards of teacher training and thus on a prevailing national or regional understanding of normality. The cultural background of international teachers is often not seen as positive, but as "different" that needs to be adjusted as quietly as possible. Movement has emerged since 2015, related to the need for in-school approaches for newly arrived students, but international teacher employment opportunities are highly dependent on teacher shortages. Requalification programs, as described in the German country contribution, are an exception in the comparative country analysis. In summary, the vast majority of international teachers from non-EU countries cannot return to their profession. When employed at a school, they often work as support staff, as teaching assistants or as teachers in fixed-term contracts. They are typically paid several increments less than native teachers, as teaching qualifications are often not fully recognized and practical work experience is not taken into account (cf. Hachmeister & Schüssler, 2023; and the country contributions in Schüssler et al., 2023).

More details can be found in the publication entitled: "*International Teachers for Tomorrow's School – Opportunities and challenges of the professional re-entry of international teachers in selected European countries*". The open access versions of the publication can be found [here](#).

2.2 Materials for different target groups

To support and accompany the professional re-entry of international teachers in their new countries, a variety of materials for different target groups was created within the framework of the project. The materials are designed for international teachers, for schools (principals, mentors and the whole school community) and for teacher training purposes and they were developed in close cooperation between all project partners.

Materials for international teachers

At the core of the materials for international teachers, a toolkit was developed. This ***ITTS toolkit for international teachers*** shall accompany them in re-entering the teaching profession in a new country. The materials which are part of the toolkit shall support the professional development. They enable reflection and orientation, they support language skills and should help to feel more welcome and prepared to work as a teacher in the new country.

<https://itts-europe.org/materials-for-international-teachers>

Materials for schools

The ITTS project team developed a ***guide for mentors, principals and the school community to welcome new international teachers at school***. The guide is available in English and German (cf. Brumen et al., 2023). It provides mentors and principals with advice and it also contains a range of practical materials to enable reflection and exchange. This includes reflection sheets, hints for advice and support, checklists for a smooth welcome and guidance for intercultural school development. In addition, the materials can also be used for in-service teacher trainings on topics such as diversity and schools in a migration society.

<https://itts-europe.org/materials-for-schools>

Materials for teacher trainers

Teacher training students are the teachers of tomorrow. The more they are aware of intercultural sensitivity, the better they will be able to contribute to intercultural sensitivity in schools, today as interns and tomorrow as teachers. Through study-related stays abroad, they gain short-term experiences in system change. In the frame of the project, ***materials and exercises for teacher training*** were developed. These can be used with teacher training students to prepare, accompany and reflect on their study-related stays abroad and their understanding of diversity and intercultural approaches for schools in migration societies.

<https://itts-europe.org/materials-for-teacher-training>

2.3 Review of further project activities and dissemination

The results and materials of the project were disseminated in all participating countries throughout the whole project period in form of various activities:

- Local multiplier events were held in all project countries between August 2021 and May 2023. Details were communicated in our newsletters, via social media, our blog and website.
- Concepts, plannings, activities and results of the project were presented, discussed and further developed in the context of focus group meetings, working groups and exchange with colleagues and critical friends.
- ITTS concerns, issues and materials have also been incorporated into teacher education and teacher training.
- In addition to the wide range of materials, ITTS concerns have also been made accessible to a wider audience through conferences and publications.

3 Final conference in Mytilene

3.1 Programme overview

The final conference with the title “*How to promote professional integration of international teachers and the cultural diversity in schools*” took place at the University of the Aegean, Lesvos, in Greece. It was greatly and professionally organised by the Greek ITTS-partner, Dr. Vana Chiou.



The conference began with a welcome speech by Professor Thanasis Kizos, Head of Department of Geography at the University of the Aegean (“*Welcoming: Professor Thanasis Kizos, Head of the Department of Geography, University of the Aegean*”).



3.2 Plenary

Part 1: Introduction by the ITTS-Team: the situation of international teachers in the seven project countries

After the welcome speech, the ITTS project team did an introduction to the topic with the title “Introduction to the Workshop-Conference by the ITTS project team: The situation of international teachers in the seven partner countries of ITTS”, and presented the situations of international teachers in the partner countries.



Maria Filipchuc, herself an international teacher, gave a keynote speech (“*Keynote: Maria Filipchuc (Μαρία Φιλίπτσουκ), international teacher*”, see section 3.3). It was followed by a panel discussion with international teachers, university lecturers and school administrators (see section 3.4). This part ended with an exchange of all participants on the keynote and the panel discussion.

The second part of the conference was divided into two workshop blocks (“*Workshopsession 1*” & “*Workshopsession 2*”). Five to six workshops were offered in each of the two blocks, which were either directly related to the results of the project or to ITTS-related topics. The conference ended with “*Closing remarks*”.



Part 2: Experiences as an international teacher in Greece: Keynote by Maria Filipchuc

Dr. Vana Chiou introduced Ms. Maria Filipchuc, an international teacher and the keynote speaker, to the conference participants.

Maria Filipchuc focused on her professional integration in the Greek education system in her keynote. She presented a series of events that reflect the processes, perspectives and challenges for the integration of an international teacher into the Greek education system. She graduated with a music degree, specialising in Domra, from the Music Academy of Donetsk, Ukraine in 2001 and has professional experience as a musician in her country.



She came to Greece on a tourist visa in 2001. Factors such as her social environment, friends and acquaintances, but also language and religion contributed to her social integration.

From 2002 to 2006, she gathered all the necessary documents for the recognition of her Secondary Education Studies, which were recognised as equivalent to Greek Secondary Education Studies in 2008. In 2009, her high school diploma was also recognised. She applied to the Greek NARIC (National Academic Recognition Information Centre) for the recognition of her Music Academy degree in 2004. She managed to have her degree recognised as equivalent in 2008, and her mandolin specialisation was added in 2010.

In 2012, she applied for recognition of her degree grade, but this was delayed due to difficulties in communication with her institution of study. Finally, her degree grade was recognised after 10 years, in 2022.

In terms of language proficiency, she started learning Greek in 2003. In 2014, after attending a series of courses, she managed to obtain the language level C2, which offered her the opportunity to study at a Greek university.

5 years after her husband acquired the Greek citizenship in 2003, she was given the right to apply for the citizenship as well in 2008 by paying a fee of 1,500 Euros. The examinations were particularly demanding. She finally acquired the Greek citizenship in 2017, nine years after filing her application.

From 2011, when she settled in Greece, until 2015, she worked in low-paid jobs not related to her studies. However, since 2008 she was able to work as a musician in private study centres (e.g. conservatories or the Russian Association).

Having already experienced the requirements of the procedures for the recognition of degrees and the integration into the Greek education system, she started to look for study courses in Greece. She studied at Institute of Vocational Training (IVT/ IEK in Greek) in the Department of Pre-School Education, and also completed postgraduate studies in Music and Movement Education. Through her social and professional contacts, she knew that she had the possibility to enter a Greek university as a foreigner by passing the respective examinations provided by the Ministry of Education. In 2015, she managed to be admitted as an undergraduate student at the Department of Education and Early Childhood Education, National and Kapodistrian University of Athens, graduating in 2020. At the same time, from 2020 to 2022, she attended the Athens School of Guides, Ministry of Tourism.

Today, after almost 20 years of living in Greece, she is working in primary education with an IVT (Institute of Vocational Training) degree as a support staff for children with special needs. Her activities include: supportive exercises, explanatory activities, assistance with communication and processing of social behaviours, physical integrity, general assistance in the classroom.

There is a lot of competition in her job but she said that parents and colleagues are very friendly, as are the students.

Finally, she hopes to be able to apply for a job as a music teacher in a Greek school in the next school year.



[10]

Her experience shows that the professional reintegration of teachers from non-EU countries is particularly challenging. It requires:

- Recognition of degrees
- Greek language level C1
- Greek citizenship (for employment in Greek public schools)

Moreover, the procedures are costly and very time-consuming, which is proven by Ms. Filipchuc's experience. According to the comments of participants in the audience, it seems almost impossible to integrate an international teacher from a non-EU country into the Greek school system. It was commented that even Greek teachers face serious difficulties in finding employment in the education system in Greece. Many of them work as substitutes in different schools and remote areas, often far away from their families.

At the end, the participants thanked Ms. Filipchuc for sharing her experiences of her professional integration into the Greek education system and congratulated her for her fortitude and patience over the years.

The presentation of the keynote can be found in appendix I.

Part 3: Panel discussion

Dr. Vana Chiou introduced the members of the panel discussion to the conference participants:

- Flora Caco, *Teacher, Albanian School of Mytilene*
- Mike Kenteris, *Owner/Director at the Kenteris Edu - Foreign language school*
- Christina Koufou, *Postgraduate student, Dept. of Geography, University of the Aegean*
- Timos Theofanellis, *Head of the Regional Directorate of Secondary Education of Lesbos prefecture*
- Lusida Zaka, *Teacher, Albanian School of Mytilene*



Ms. Flora Caco and Ms. Lucida Zaka, teachers at the Albanian School of Mytilene shared their experiences as migrant teachers from Albania in Greece. After almost 20 years in Greece, none of them has started the process for having their academic and professional qualifications recognised. As they stated, surviving and taking care of their families' necessities were their top priorities, therefore they did not look into the requirements for having their qualifications recognised. Another crucial factor was the lack of interest in learning Albanian among Greek pupils.

Moreover, it became clear from the conversation that they were not aware of the procedures for the recognition of their degrees and the opportunities that they may offer them both in the field of education and in other lines of work. They even mentioned that Albanian universities are presumably not recognised as equivalent or easily recognised as Greek ones, which appeared to be an inhibiting factor for the activation of the process of their degrees' recognition. To date, they have been employed in low-paid jobs as labourers or domestic helpers. This year and for the first time since moving to Greece, they are voluntarily teaching at the newly established Albanian School in Mytilene alongside their paid other jobs. The Albanian School does not operate under the umbrella of the Greek Ministry of Education but is an initiative of the Albanian Community of Mytilene to support children of Albanian origin in preserving their language and culture.

Then Dr. Mike Kenteris, international teacher and Owner/Director at the Kenteris Edu - Foreign language school in Mytilene, took the floor. He shared his experiences as a child of Greek immigrants in Australia and as a graduate from an English university. For him, the process of academic recognition was not particularly difficult, but he acknowledged that it was demanding, time-consuming and costly. He commented that the recognition of qualifications appears to be easier when someone comes from Western countries. As a language centre owner, he acknowledged that there are difficulties in finding and recruiting native-speaking international teachers. The reason for this difficulty relates to the demanding and time-consuming procedures which are an inhibiting factor in activating or completing the process of recognition of academic qualifications and the professional integration of international teachers in the Greek education system.



Next, Dr. Timos Theofanellis, Head of the Regional Directorate of Secondary Education of Lesvos prefecture took the floor and spoke from his own position on the issue of professional integration of teachers from other countries into the Greek education system. As he said, the procedures for professional integration into the Greek public education are extremely difficult and, based on his personal knowledge, teachers are not easily integrated into Greek schools. As he mentioned, teachers from other countries can visit and teach in Greek schools more easily through the Erasmus programme (job shadowing), but this does not refer to the professional integration into the Greek education system.

Additionally, Ms. Christina Koufou, Postgraduate student, Dept. of Geography, University of the Aegean, read some excerpts from interviews with 4 international teachers that she conducted in the context of her postgraduate thesis. The interviews show so far that teachers have difficulties in activating the recognition process of their degrees for various reasons such as: lack of information

about the procedures, time-consuming procedures, language barriers, costly procedures. An important factor is the fact that almost all of them give priority to finding non-education-related work for livelihood reasons upon their relocation to Greece.

Taking stock, Dr. Vana Chiou, member of the ITTS project, declared that the following conclusions emerge from this discussion:

- The step for international teachers to get their degrees recognized also depends on their respective life situation.
- The process of recognition of academic qualifications is time-consuming and costly. It represents a barrier for the activation of the professional integration of teachers from other countries into the Greek education system.
- There is an existing legal framework for procedures for the recognition of academic qualifications. However, through the discussion it became apparent that teachers from other countries are not aware of it, either because they do not have easy access to it or they do not comprehend it easily. In order to investigate the legal requirements for the recognition of academic credentials and the activation of their professional integration, it appears that they require further support.



3.3 Insights into the workshops

In this chapter the different workshops will be briefly presented along their respective target groups.

Target group: scientists and all interested people

In ITTS, a transnational quantitative study was conducted with international teachers in seven countries and evaluated with regard to, amongst other things, factors that contribute to professional satisfaction and esteem on the one hand and their support in the schools on the other hand. The results and lessons learned for facilitating the professional reintegration of international teachers in their new schools were presented and discussed in the workshop by Renate Schüssler:

**Experiences of international teachers at school -
which factors contribute to satisfaction and support?
Presentation of the findings of the ITTS-survey with
international teachers in seven countries**

Speaker: Renate Schüssler

ITTS stands for International Teachers at Tomorrow's School. The project aims at supporting international teachers with and without a refugee background in their professional re-integration at school. In the first part of the project, a transnational survey has been realised. 158 international teachers from seven countries took part. In the first part of the workshop the results of the transnational ITTS-survey will be presented. The focus of the presentation is on two questions: 1. Which factors influence if the international teachers feel valued and satisfied while working in school in their host country? 2. How can international teachers be supported in their re-entry in new schools? The second part of the workshop will be interactive. Exercises, discussion and exchange will be enabled.



The presentation that she used during her workshop with detailed information about the quantitative study and its results can be found in appendix II.

The second workshop, led by Artemis Christodoulou and Zoi Marmouri, addressed the impact of migration trauma on students learning in school, based on theoretical evidence. Afterwards, the participants were encouraged to reflect on learning and teaching pathways and to rethink them in light of the theoretical input they had received earlier:

**The impact of migration trauma on students learning
in the school environment: how to understand and
deal with it as teacher?**

Speakers: Artemis Christodoulou & Zoi Marmouri

10' - introduction & theory

40' - first activity: participants will be divided in smaller groups, they will be asked to reflect on different learning behaviors and needs they have observed and on different teaching practices from their experience

40' - second activity: participants will be divided in different smaller groups and will be asked to brainstorm possible adaptations to those teaching practices in order to be more responsive

10' - conclusions



Target group: international teachers

During the project, materials were developed to support international teachers re-entering their profession in their new countries. The focus was placed on the expansion of professional language skills, which are often neglected in general language courses, and on self-reflection and community building, which help international teachers with the system change on a professional and individual level. The workshop by Katrijn D'Herdt and Nesrin Oruç Ertürk was designed to test these materials and to get feedback:

Toolbox for international teachers: materials

Speakers: Katrijn D'Herdt & Nesrin Oruç Ertürk

During this interactive workshop, we will be working with the materials of the IO2 Toolbox for international teachers. After a presentation of the materials, we want to share and collect thoughts on contextualisation and use of the materials.

Furthermore, participants will have the opportunity to try-out some of the materials and provide us feedback.



Kristina Purrmann offered an online workshop in which international teachers had the opportunity to talk about their experiences of re-entering the profession. The participants' personal experiences were backed up by experiences of the project "Lehrkräfte Plus" ("Teachers Plus"):

Building bridges - how international teachers experience their re-entry into their job

Kristina Purrmann

Guided by experiences from the project "Lehrkräfte Plus" ("teachers plus"), a re-qualification project for international teachers with and without refugee background, the workshop addresses international teachers in different European countries. The workshop participants get the opportunity to exchange their experiences with their re-entry into the job as a teacher in an international context. All participants are invited to share their point of view and their personal coping strategies with possible challenges.



Target group: schools in the migration society (teachers, mentors, principals, school community)

Materials and instructions for e.g. reflection meetings for mentors, school administrators and school staff in general were developed throughout the project time. In this context, a mentoring guide was created, which was presented, tested and discussed in the workshop by Vana Chiou and Mihaela Brumen:

Welcoming and mentoring new (international) teachers at school: benefits, challenges, and reflections

Speakers: Vana Chiou & Mihaela Brumen

Two activities will take place in this workshop:

1. Participants will be divided in groups with different roles (principals, mentors, teachers, school administration). They will be asked to discuss, consider and present possible benefits and challenges of having a new international teacher at their school.
2. Some reflection sheets from the "Mentoring Guide" will be introduced to the participants. Participants will be encouraged to reflect on integration practices for international teachers, and to propose recommendations on the reflection sheets.



Elements of the guide were also used in the workshop by Renate Schüssler and Oliver Holz and theoretically classified in the context of schools in a migration society. Diverse exercises were tried out and reflected by the workshop participants:

International Teachers at Tomorrow's School - Challenges and opportunities for schools in the migration society: concepts and practical exercises

Speakers: Renate Schüssler & Oliver Holz

ITTS stands for International Teachers at Tomorrow's School. Materials for different target groups have been developed, amongst them mentors and principals. They play a key role in supporting and welcoming international teachers at their schools.

In the first part of the workshop, the concept of school development in the migration society will be presented and discussed.

The focus of the workshop will be practical exercises in its second part. Tools and materials to enable a warm welcome and a smooth inclusion of international teachers in the staff team will be introduced and be tested out.



The workshop by Aynur Yürekli focused on the interaction of teaching staff with new international teachers and how to prevent and overcome difficulties:

Being an active bystander

Speaker: Aynur Yürekli

1. Participants will be divided into two different roles: a) to be an international teacher, b) to be a teacher at a school with international teachers. They will be asked to list their experience, especially focusing on difficulties that they have faced. They will be asked to fill out a worksheet under the following headings:

- a) What happened?
- b) How many people were involved?
- c) What action was/was not taken?

2. After the introduction of bystander intervention strategies, the participants will be grouped (according to the total number) and given different cases to discuss and decide which intervention mode would be most suitable in the given context.



In Maria Aleksandrovich's workshop, participants learned about plasticinography as a method for inclusive and diverse learning environments and they had the opportunity to try it out for themselves:

Construct your school of diversity: plasticinography as inclusive method allowing fine motoric development

Speaker: Maria Aleksandrovich

In this workshop, participants explore the possibilities of plasticine to strengthen students' fine motor skills and creative thinking. Participants will practice fun filled, innovative, activity mediated exercises that facilitate children to build on hand and arm strength. They stimulate the mind as well as the large and fine muscles of the hands to build on motor endurance efficiently and creatively. Come, join in, and have fun with plasticine!



Target group: teacher training

Providing materials and using the ITTS results for teacher training was another aim of the project. In this context, Guðrún Pétursdóttir offered a workshop in which the participants learned about intercultural education, especially to reflect on discrimination and racism in school contexts:

Intercultural/anti-discrimination education. Special focus on everyday discrimination/racism at schools as a workplace and educational organization
Speaker: Guðrún Pétursdóttir
Short input about intercultural education - focusing on why and how participants will discuss some concepts in small groups and evaluate the situation in their own schools with suggestions for reactions.



How the board game Culture Crossover can be used as a tool for developing intercultural competences could be tried out in practice in the workshop by Grzegorz Piekarski and Hanna Rugała. This was accompanied by a theoretical introduction that dealt with culturally influenced behaviour and communication:

Board game as a tool for developing intercultural competence
Speakers: Grzegorz Piekarski & Hanna Rugała
Workshop will be about intercultural communication during which the participants will reflect on how culture influences behavior, and how to adapt the communication style to our interlocutors without losing own authenticity. The workshop will present the main concepts of intercultural communication and its importance in working with culturally diverse groups. In the practical part, the Culture Crossover board game will be presented, the aim of which is to develop cultural sensitivity. Participants will play the game and learn to use it as an educational tool in working with young people and adults at schools, universities, libraries, cultural institutions and NGOs.

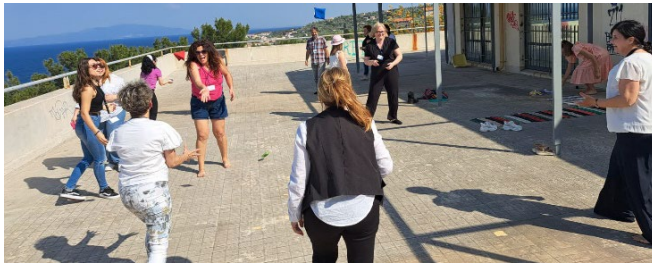


Maria Aleksandrovich’s workshop provided an opportunity to learn about Veronica Sherbone’s “*Developmental Movement approach*” as a method for inclusive and diverse learning groups:

Veronica Sherborne Developmental Movement as an inclusive approach to teaching and working with movement

Speakers: Maria Aleksandrovich

Sherborne Developmental Movement is a method of working in which the movement is securely based in normal developmental movement experiences. It was developed by Veronica Sherborne in the later part of the XXth century. It is an inclusive approach to teaching and working with movement and one that is well grounded in Laban’s Movement Theory, which has been developed over a period of 40 years. Used in early years, primary, secondary, and special schools, it is particularly popular as a means of developing movement opportunities for children with special needs, setting shared movement experiences within a safe space. It promotes confidence through guided exploration, body awareness, and physical creativity fostering a love of movement through a series of fun activities that can be experienced and enjoyed by children and adults of any ability. Come, join in, and have fun! (sport dress is needed, active exercises)



4 Recommendations from the project

The final conference and the publication of the research findings and the materials on our ITTS website mark the end of an intensive collaboration during the ITTS project for more than three years. As a result of the content-related research, a series of recommendations across countries of the ITTS project were derived and described in the Waxmann publication. Find hereby a summary of them:

The opportunity to participate in professional life is a part of social integration, including the opportunity for international teachers to work in the school systems of their new countries. Overall, a more open approach to the recognition of teaching qualifications acquired abroad is needed, focussing on strengths and benefits for the migration societies rather than shortcomings. Furthermore, it is also pointed out that requalification programmes, shaped to the specific needs of the target group, including language classes, are helpful to support international teachers and help them find sustainable employment opportunities. The need for innovation in creating diverse schools in a migration society is stressed out. Finally, ITTS suggests that instead of overstressing the (assumed) differences, more attention should be paid to what international teachers have in common with teachers in their new countries, such as professional ethos and expertise on their subjects (for more details, cf. Hachmeister & Schüssler, 2023, pp. 194–195).

The ITTS project shows: It is worthwhile in many respects to facilitate the professional re-entry of international teachers into the school, as supported by the findings of our cross-national quantitative survey. “If international teachers have been given the opportunity to work in the school system of the (new) country of residence, the ITTS study was able to work out high satisfaction values. There are a number of favourable factors for this. [...] [T]hree factors play a special role: the self-efficacy beliefs and the handling of challenges by the teachers themselves, whether they are perceived and taken seriously as teachers (and not as support staff), and the support provided for their professional restart into their new schools” (Brandhorst et al., 2023, p. 44). Furthermore, with the ITTS comparative study, it was also possible to work out the importance of the way schools welcome international teachers and the support they offer for their professional integration in the new school setting.


Last, but not least it only remains to say: we hope that the ITTS project could offer a contribution to a clearer perception of international teachers with and without a refugee background in Europe, for the potentials and opportunities, but also the challenges and hurdles of their professional new start.

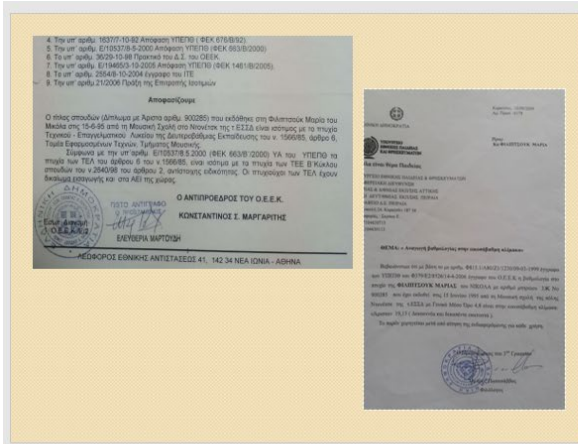
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Appendix

I Presentation of the keynote by Maria Filipchuc

<p>ΕΝΤΑΣΗ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΠΟΥ ΠΡΟΕΡΧΟΝΤΑΙ ΑΠΟ ΧΩΡΕΣ ΕΚΤΟΣ ΕΥΡΩΠΑΪΚΗΣ ΕΝΩΣΗΣ</p> <p>PROFESSIONAL INTEGRATION OF INTERNATIONAL TEACHERS</p> <p>Νηπιαγωγός, μουσικός, μουσικοπαιδαγωγός, ξεναγός, βρεφονηπιοκόμος, Φιλίππου Μάρια</p> <p>Kindergarten teacher, musician, music educator, tour guide, nursery teacher Maria Filipchuc</p>	<p>ΣΠΟΥΔΕΣ ΣΤΗΝ ΟΥΚΡΑΝΙΑ</p> <ul style="list-style-type: none"> • 1986-1991 Μουσικό σχολείο . Ντόμρα, Ντόνετσκ. • 1991-1995 Μουσικό λύκειο. Ντόμρα, Ντόνετσκ. • 1996-2001 Μουσική Ακαδημία. Ντόνετσκ.  <ul style="list-style-type: none"> • 1986-1991 Music school, Domra. Donetsk. • 1991-1995 Music high school, Domra. Donetsk. • 1996-2001 Music Academy. Donetsk. <p>STUDIES IN UKRAINE</p>
<p>1</p>	<p>2</p>
<p>ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΕΜΠΕΙΡΙΑ</p> <ul style="list-style-type: none"> • 1993-1995 και 1998-2001 Καθηγήτρια λαϊκού οργάνου Ντόμρα . Ντόνετσκ, Ουκρ. • 1990-2001 Συμμετοχή σε διάφορα φεστιβάλ και διαγωνισμούς στην Ουκρανία, Ρωσία, βραβεία και έπαινοι. <ul style="list-style-type: none"> • 1993-1995 and 1998-2001 Teacher of folk organ Domra . Donetsk, Ukraine • 1990-2001 Participation in various festivals and competitions in Ukraine, Russia, prizes and commendations. <p>PROFESSIONAL EXPERIENCE</p>	<p>ΚΟΙΝΩΝΙΚΗ ΕΝΤΑΣΗ</p> <ul style="list-style-type: none"> • Γλώσσα • Θρησκεία • Περιβάλλον • Φίλοι και γνωστοί <ul style="list-style-type: none"> • Language • Religion • Environment • Friends and acquaintances <p>SOCIAL INTEGRATION</p>
<p>3</p>	<p>4</p>
<p>ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΕΝΤΑΣΗ</p> <ul style="list-style-type: none"> • Εξέλιξη • Ικανοποίηση • Ελευθερία • Εργασιακό περιβάλλον <ul style="list-style-type: none"> • Evolution • Satisfaction • Freedom • Working environment <p>PROFESSIONAL INTEGRATION</p>	<p>ΑΝΑΓΝΩΡΙΣΗ ΤΩΝ ΠΤΥΧΙΩΝ</p> <ul style="list-style-type: none"> • 2002-2006 συγκέντρωση δικαιολογητικών (σφραγίδες, μεταφράσεις) • 2002-2006 gathering of supporting documents (postage stamps, translations) • Μουσικό Λύκειο: 2004 αίτηση στον ΟΕΕΚ 2008 ισοτιμία, 2009 βαθμολογία • Music Lyceum: 2004 application to the OEEK (Organisation for Vocational Education and Training), 2008 equivalence, 2009 grades <p>RECOGNITION OF DIPLOMAS</p>
<p>5</p>	<p>6</p>



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- **Μουσική Ακαδημία: 2004** αίτηση στον ΔΟΑΤΑΠ για την αναγνώριση του πτυχίου της Μουσικής Ακαδημίας - **2008** απόφαση της Ισοτιμίας, **2010** Μαντολίνο στον Τίτλο
- **Music Academy: 2004** application to the DOATAP (Greek NARIC) for the recognition of the Music Academy degree **2008** decision for equivalence, **2010** Mandolin added in the Title

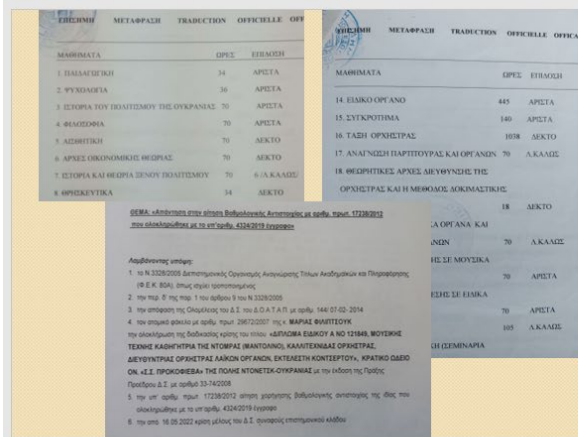
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- **2012** αίτηση για αναγνώριση της βαθμολογίας
- **2022** αντιστοιχία της βαθμολογίας
- **10 χρόνια μετά την αίτηση, συνολικά 18 χρόνια**
- **2012** application for recognition of grades
- **2022** correspondence of the score
- **10 years** following the application,
- **18 years** in total

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ΓΛΩΣΣΙΚΗ ΕΠΑΡΚΕΙΑ

- **2003** Φιλοσοφική σχολή ΕΚΠΑ «Ελληνικά ως δεύτερη ξένη γλώσσα» (Β)
- **2003** School of Philosophy of NKUA (National and Kapodistrian University of Athens) "Greek as a second foreign language" (B)
- **2004** Λύκειο Ελληνίδων (Γ)
- **2004** Lykeio Ellinidon (C)
- **2009** Ελληνοαμερικάνικη Ένωση (Δ)
- **2009** Hellenic American Union (D)

LINGUISTIC COMPETENCE

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- 2014 Ελληνοαμερικάνικη Ένωση (Γ 2)
 - 2014 Hellenic American Union (C 2)
- Μεγάλο κόστος, πολύ απαιτητικές εξετάσεις και χρειάζεται οπωσδήποτε προετοιμασία στα τμήματα της Ελληνοαμερικανικής Ένωσης
 - High cost, very demanding exams and definitely needs preparation at the Hellenic American Union departments

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ΑΔΕΙΑ ΠΑΡΑΜΟΝΗΣ
ΑΔΕΙΑ ΕΡΓΑΣΙΑΣ

- Ήρθα στην Ελλάδα με την τουριστική βίζα
- Εκμετάλλευση διάφορων «Δικηγόρων»
- I came to Greece with a tourist visa
- Exploitation of various "Lawyers"

RESIDENCE PERMIT
WORK PERMIT

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- Νόμος 2003 για την απόκτηση της άδειας παραμονής και ταυτόχρονα της άδειας εργασίας
- 2005 απόκτηση της άδειας για 5 χρόνια
- 2010 άδεια για 10 χρόνια
- Law 2003 on obtaining a residence permit and at the same time a work permit
- 2005 acquisition of the permit for 5 years
- 2010 permit for 10 years

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ΠΟΛΙΤΟΓΡΑΦΗΣΗ

- 2003 ο σύζυγος αποκτά την ελληνική υπηκοότητα
- 2008 αίτηση πολιτογράφησης
- παράβολο 1500 ευρώ
- 2017 απόκτηση της ελληνικής υπηκοότητας
- 2003 the husband acquires Greek citizenship
- 2008 naturalization application
- receipt 1500 euro
- 2017 acquisition of Greek Citizenship

CITIZENSHIP

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Τραγική κατάσταση για να ρωτήσεις σε ποιο στάδιο βρίσκονται τα χαρτιά

Tragic situation to ask what stage the papers are at

Απαιτητικές εξετάσεις, τα κατάφερα χάριν στις σχολές που είχα παρακολουθήσει

Demanding exams, I made it thanks to the schools I had attended

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ΕΚΠΑΙΔΕΥΤΙΚΗ ΕΜΠΕΙΡΙΑ

- 2008 Καθηγήτρια Μαντολίνου. Ωδείο.
- 2009-2016 Δασκάλα Μουσικής, Βρεφονηπιακός. Ρωσικός Σύλλογος.
- 2008 Professor of Mandolin. Conservatory.
- 2009-2016 Music Teacher, Nursery. Russian Association.

EDUCATIONAL EXPERIENCE

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- **2011-2020** Μουσικοκινητική Αγωγή Carl Orff. Ωδεία. Νηπιαγωγεία.
- **2017-2019** Καθη - γήτρια Μαντολί - νου . Ωδείο.
- **2022-** ΕΒΠ. Δημόσιο Νηπιαγωγείο
- **2011-2020** Music education Carl Orff. Conservatories. Kindergartens.
- **2017-2019** Mandolin Teacher. Conservatory.
- **2022** SSS., Special Support Staff. Public domain Kindergarten

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ΚΑΛΛΙΤΕΧΝΙΚΗ ΔΡΑΣΤΗΡΙΟΤΗΤΑ

- **2008** Μέλος Κουαρτέτου.
- **2011-2014** Μέλος Ορχήστρας Εγχόρδων Άττικα.
- **2008** Member of the Quartet.
- **2011-2014** Member of the Attica String Orchestra.

ARTISTIC ACTIVITY

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- **2012-2014** Ιδρυτικό μέλος του Τρίο Cantabile
- **2013-2016** Ιδρυτικό μέλος του Ντουέτο Guitallino
- **2017-2020** Μέλος Αθηναϊκής Μαντολινάτας «Νικόλαος Λαβδας»
- **2012-2014** Founding member of Cantabile Trio
- **2013-2016** Founding member of the Duo Guitallino
- **2017-2020** Member of the Athenian Mandolinata "Nikolaos Lavdas"

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ΣΠΟΥΔΕΣ ΣΤΗΝ ΕΛΛΑΔΑ

- **2009-2011** ΙΕΚ ΟΑΕΔ ΡΕΝΤΙ «Προσχολικής Αγωγής Δραστηριοτήτων Δημιουργίας και Έκφρασης»
- **2012** απόκτηση πιστοποίησης του ΙΕΚ
- **2009-2011** IVT (Institute of Vocational Training) LEA (Labour Employment Agency) RENTI "Pre-school Education Activities of Creation and Expression"
- **2012** certification of the IVT

STUDIES IN GREECE

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- **2011-2014** Τριετής κύκλος μετεκπαίδευσης Μουσικο - κινητικής Αγωγής Carl Orff. Σχολή Μωραΐτη.
- **2015-2020** ΕΚΠΑ ΤΕΑΠΗ
- **2020-2022** Σχολή Ξεναγών Αθήνας. Υπ. Τουρισμού.
- **2011-2014** Three-year cycle of Carl Orff Music and Movement Education. Moraitis School.
- **2015-2020** ΝΚΥΑ (National and Kapodistrian University of Athens) D.E.E.C.H.E. (Department of Education and Early Childhood Education)
- **2020-2022** Athens School of Guides. Ministry of Tourism.

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<p>ΔΟΥΛΕΙΕΣ ΠΟΥ ΕΧΩ ΚΑΝΕΙ</p> <ul style="list-style-type: none">• 2001-2002 λαντζιέρα• 2002-2004 καθαρίστρια• 2003-2015 μπουφετζής στο νυχτερινό κέντρο• 2001-2002 lanzinger• 2002-2004 cleaner• 2003-2015 buffet attendant in nightclub <p>JOBS I HAVE DONE</p>	<ul style="list-style-type: none">• 2003-2011 λαντζιέρα, μπουφετζής, σερβιτόρα, πωλήτρια στο νησί τα καλοκαίρια• 2016-2020 σερβιτόρα σε παραθαλάσσιες περιοχές τα καλοκαίρια• 2003-2011 on the island in the summers lantern, buffet attendant, waitress, saleswoman• 2016-2020 waitress in seaside areas in the summers
<p>ΡΟΛΟΣ ΜΟΥ ΣΤΟ ΣΧΟΛΕΙΟ</p> <ul style="list-style-type: none">• εργάζομαι στην πρωτοβάθμια εκπαίδευση με το πτυχίο του ΙΕΚ ως βοηθητικό προσωπικό στα παιδιά με ειδικές ανάγκες• I work in primary education with an IVT degree as a support staff for children with special needs <p>MY ROLE IN THE SCHOOL</p>	<ul style="list-style-type: none">• βοηθητικές ασκήσεις, επεξηγηματικές δραστηριότητες, προτροπή για την επικοινωνία και επεξεργασία των κοινωνικών συμπεριφορών, σωματική ακεραιότητα, βοήθεια γενικά στην τάξη για την ομαλή της λειτουργία• auxiliary exercises, explanatory activities, prompts for communication and processing of social behaviours, physical integrity, general assistance in the classroom for its smooth functioning
<p>ΣΗΜΕΡΙΝΗ ΕΜΠΕΙΡΙΑ ΩΣ ΕΚΠΑΙΔΕΥΤΙΚΟΣ</p> <ul style="list-style-type: none">• διαφορετικές εμπειρίες και καινούργιες προκλήσεις• different experiences and new challenges• μεγάλος ανταγωνισμός αλλά και πολλή όρεξη για την δημιουργία• a lot of competition but also a lot of appetite for creating <p>CURRENT EXPERIENCE AS AN EDUCATOR</p>	<ul style="list-style-type: none">• Φιλικότητα των γονέων και συναδέλφων• Friendliness of parents and colleagues• Ανταπόκριση των μαθητών και προσωπική εξέλιξη.• Student responsiveness and personal development.



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II Presentation of the findings of the ITTS-survey by Renate Schüssler

Erasmus+

ITTS - International Teachers for Tomorrow’s School

Experiences of international teachers at school - which factors contribute to satisfaction and support?

Presentation of the findings of the ITTS-survey with international teachers in seven countries

Dr. Renate Schüssler
Bielefeld University

DAAD
Final Workshop-Conference, May, 27th, 2023
KAZ Strategic Partnerships for Higher Education
2020-1-DE01-KA203-2020-0164

1

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Overview of the workshop

1. Getting to know each other
2. Presentation of key findings of the cross-national ITTS study
3. Think-Pair-Share
4. Final round for feedback and questions

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2

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Background and context of the study: the project ITTS

- ITTS: “International Teachers for Tomorrow’s School – System Change as an Opportunity for Intercultural School Development and Mutual Learning”
- Erasmus Plus project with partner institutions in 7 countries (2020-2023)
- Main goal of the project: to support the professional re-entry of international teachers in a strength-oriented way
- Activities: transnational stocktaking and country analyses (publication by Waxmann Verlag), development of reflection and counselling materials, events
- Further information can be found on our external [project website](#).

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Background and context of the study: the project ITTS

International Teachers for Tomorrow’s School

Opportunities and challenges of the professional re-entry of international teachers in selected European countries

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Background and context of the study: the publication

- Topic of the publication: professional re-entry of international teachers = new in most participating countries (exception: Germany and Sweden)
- **7 country reports** elaborate on the challenges and barriers of the professional re-entry of international teachers (e.g. Schüssler et al., 2023)
 - Only a small proportion of international teachers succeed in re-entering their profession
 - The participants in our quantitative study represent a “positive selection”
- **Transnational quantitative study** in 7 countries

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Sample

<ul style="list-style-type: none"> ■ Germany ■ Sweden ■ Turkey ■ Belgium ■ Slovenia ■ Poland ■ Iceland 	<p>Gender: Female: 55,5% Male: 43,9% Diverse: 0,6%</p> <p>Age: 30-50 years old: 81,4%</p> <p>Region of origin: Europe: 24,7% Outside Europe: 75,3%</p>
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Interim result: satisfaction and esteem

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Index satisfaction and esteem

Index “Satisfaction and esteem”

Item	M	Std	Min	Max	N
I feel valued by the principal of the school.	3,25	0,8	1	4	158
I feel valued by my colleagues.	3,14	0,7	1	4	158
I feel valued by the students.	3,24	0,69	1	4	158
My international background is appreciated by my colleagues.	2,91	0,7	1	4	158
My international background is appreciated by the principal of the school.	3,07	0,76	1	4	158
My international background is appreciated by the students.	3,1	0,67	1	4	158
I feel comfortable at my school.	3,2	0,68	1	4	158

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Questions of the study

1. Which factors and conditions contribute to the **professional satisfaction** of international teachers and make them feeling appreciated ("esteem")?
2. What role does the **support** for international teachers by the school and the prevailing **welcoming culture** of the school play?

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Question 1

Which factors and conditions contribute to the professional satisfaction of international teachers and make them feeling appreciated?

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Derivation of professional "satisfaction and esteem"

- **Teachers' job satisfaction** = „subjective and [...] determined by a multifactorial network of individual, social and organisational factors“ (Cihlars, 2012, p. 238)
- Job satisfaction of teachers as an important factor for **better learning outcomes** for students (study with 424 teachers).
- **Aargau Teacher's Study: Connection between job satisfaction and stress:** "Teachers with better stress management strategies experience less occupational stress [...], are less affected by burnout and at the same time exhibit higher job satisfaction and mental health." (Bieri, 2002, p. 201)

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Derivation of professional satisfaction and esteem (2)

Also important:

- **Coping styles** in dealing with problems and setbacks (Bieri, 2002)
- **Resilience in professional life**, i.e. the ability to deal with obstacles and problems in a solution-oriented manner as well as self-efficacy expectancy (Eckert & Sieland 2017)
- **Self-effectiveness beliefs (self-confidence)** as the "subjective certainty of being able to handle a new or difficult task successfully even when obstacles stand in the way" (Schmitz & Schwarzer, 2000)

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Derivation of professional satisfaction and esteem (3)

Specificity of international teachers: **Ambivalence between**

- the **assumed cultural enrichment** of schools, role models, double perspectives (Ackermann & Georgi, 2011), part of intercultural opening of schools (Karakoğlu, 2011)
- versus
- the **expectations and stereotypes** of majority societies (Frieters-Reermann, 2020), additional workloads, excessive demands, reinforcement of constructions of difference (Riegel, 2016), a lack of perception of expertise (Höflich, 2021); de-professionalising effects

→ **ITTS study:** Index: "Unilateral responsibility for migration issues" as well as positively formulated attributions in index "satisfaction and esteem"

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Results for the feeling of esteem (Model 3)

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Results: Effects for the feeling of esteem

In line with expectations: **positive effects have**

- being perceived and taken seriously as teachers
- fulfilling extra-curricular responsibilities
- personal handling of challenges

negative effects have

- Conflicts with students, colleagues or parents

Not in line with expectations:

- No significant correlation with linguistic competences and with perceived system differences
- Almost all characteristics such as country of origin and residence, employment status, age and work experience have no effect. The only exceptions are: Fleeing the country as migration cause and female gender

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Think – pair – share ...

First ...

... Questions?

... Comments?

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Question 2

What role does the support for international teachers by the school and the prevailing welcoming culture and receptiveness of the school play?

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Derivation of “support”

- **Counselling and support, orientation, assistance and “exchanging on methodological, didactic and other topics with colleagues”** (Dammerer, 2020) also **effectively supports** the integration into the teaching staff.
- **Mentors** can make an important contribution to shaping a successful entry into the profession and to promoting the professional satisfaction of new colleagues (Dammerer 2020).
- Mentoring as a component of **school staff development** and contribution to the promotion of **professional satisfaction and teacher health** (Cihlars 2012)

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Derivation of “support” (2)

- **Support and Mentoring** is also important for international teachers and the challenges of system change with regard to **school climate, teaching culture and unfamiliar school procedures** (Hachmeister 2022)
- make it **easier for new international colleagues** to find their way around and settle in at the school (Syspons 2021)
- The support and attitude that prevails in the school also makes a difference from the perspective of **migration pedagogy**:
 - Primarily quick, quiet and smooth integration into the established school processes or is the school interested in learning more and tries to appreciate the potential of the new colleagues?
 - **Disruptions of established processes** perceived as a threat and disturbance or can they (also) be interpreted as an occasion for reflection and learning?

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Interim result “support”: Needed

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Interim result “support”: Received

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Interim result for “support”

- The **support needed** and the **support received** are both **heterogeneous**
- The need for support and the reception of support are **positively related**
- Thus, the international teachers **have a need for support, but also receive it.**

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Results for “support”

What support would the study participants like to receive:

- needs related to the **language** of the country of residence
- better support for **contractual, formal and financial framework conditions**: a permanent contract, easier recognition of degrees or financial means for the purchase of teaching materials
- aspects related to **teaching**, subject didactics and educational science
- Re-qualification programmes are appreciated

- **In line with expectations**: correlation between unilateral responsibility for migration issues and support needed: if others say: you are the person responsible for migration issues and integration, this is **burdening**

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Results for “support” (2)

- **Support from mentors** can offer important assistance: among the study participants in North Rhine-Westphalia (N=66), 67% state that they receive support from mentors, in Belgium it is 62.5%, in Sweden and Poland it is still 25%, in Turkey 21.1%, while in Iceland and Slovenia it is 0%.
- But: also **quality of support is important**

All in all: More important than system differences, which can be taken into account communicatively and reflectively, is an **open welcome and integration into the school**

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Summary of the findings

- If international teachers have been given the opportunity to work in school, the ITTS study was able to work out **high satisfaction values**.
- Three factors play a special role:
 1. The **self-efficacy beliefs** and the **handling of challenges** by the teachers themselves
 2. whether they are **perceived and taken seriously as teachers** and not as support staff,
 3. and the **support** provided for their professional restart into their new schools.

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Summary of findings (2)

- **international teachers = first of all teachers**
- The focus should be more on
 - what they have in **common** with other teachers: the subject-teaching activity, their understanding of their role, their professional ethos and the involvement in the school
 - rather than on **designating the migrant other** and “reducing teachers to a culturally defined special role” (Hachmeister, 2022).
- Answers to open question:
 - Many examples in which the international teachers emphasise **both their subject teaching** but also use their **cultural background** and **multilingual competences** as a resource.
 - “Whether and how the biographical background of immigrant teachers is addressed in the school should be up to the international teachers themselves” (Hachmeister, 2022, S. 46).

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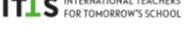
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Group work or Think-Pair-Share

Your opinion is requested

- What do the research findings mean in the light of your own experiences?
- What surprised you? In what way?
- How could the professional integration of international teachers – in your local or national context - be improved?

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