

The Making of Teachers in the Age of Migration

Critical Perspectives on the Politics of Education for Refugees, Immigrants and Minorities

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Book abstract

Current trends in the assignment of teachers point to two interesting issues: growing flows of (forced) transnational migration of highly-skilled professionals and teacher shortage in Western destination countries. This book aims to elaborate the concurrency of these two trends and unhinge dynamics between these two developments. Contributions cover manifold facets of how the idea of what makes a teacher is being reframed, touching upon theoretical foundations of perceptions of the teaching profession as well as concrete analyses of measures to bring internationally trained teachers into systems. Chapters elaborate how non-local teachers find their way around, are being treated but also pointing to what hinders their (successful) re-entry and how other non- or differently-trained personnel receive preferred treatment. Other contributions focus on strategies teachers apply to deal with ever-growing levels of diversity among students. This book aims to unravel entrenched hegemonically-induced hindrances and barriers to recognition processes of internationally acquired teaching competences. With curricula of teacher education – like school curricula – remaining highly affirmative of localized traditions and styles of reasoning, times of migration movement, teacher education needs to be reframed to become a global issue.

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