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Building capacity
for inclusive teaching:
Policies and practices to
prepare all teachers for
diversity and inclusion

Ottavia Brussino

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DIRECTORATE FOR EDUCATION AND SKILLS**BUILDING CAPACITY FOR INCLUSIVE TEACHING: POLICIES AND PRACTICES TO PREPARE ALL TEACHERS FOR DIVERSITY AND INCLUSION****OECD Education Working Paper No. 256**

Ottavia Brussino, OECD

This working paper has been authorised by Andreas Schleicher, Director of the Directorate for Education and Skills, OECD.

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Abstract

Classrooms have become increasingly diverse places where students from various backgrounds share their learning experiences. To promote inclusive school settings for all, building teacher capacity for inclusive teaching represents a key policy area. Education systems need to ensure that teachers are adequately prepared for inclusive teaching and supported throughout their career. Mechanisms to attract and retain a more diverse teaching body as well as to monitor and evaluate teacher preparation and work with respect to diversity and inclusion should also be developed. While teacher policies have increasingly addressed some of these areas, most education systems lack comprehensive capacity-building frameworks for inclusive teaching. This paper maps policies and practices to build teacher capacity for inclusive teaching across OECD countries. It then presents core elements and competences to design and implement inclusive teaching strategies. Finally, the paper reviews some of the evidence available on teacher diversity and interventions for inclusive teaching.

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Introduction

The classroom has become an increasingly diverse and heterogeneous environment where students from various backgrounds share their learning experiences. In this context, developing inclusive teaching environments where students can thrive is key to promote equitable and inclusive learning opportunities and well-being outcomes for all. Teachers play a fundamental role in this by designing and implementing inclusive teaching practices that adequately meet diverse student needs and learning styles. To do so, teachers must be equipped with the knowledge, skills and tools to incorporate inclusive teaching strategies into pedagogies, curricula and assessments while promoting an inclusive classroom environment.

Across OECD education systems, inclusive teaching practices have increasingly been implemented. However, they are far from being systematised into structures that allow for the implementation of inclusive teaching in every classroom. Policy areas that are key to build teacher capacity for inclusive teaching entail preparing teachers along the teacher development continuum, from initial teacher education to continuous professional learning. Key teacher policies also include the development of mechanisms to attract, retain and support a more diverse teaching workforce, as well as to monitor and evaluate teacher preparation and work with respect to inclusive teaching.

In line with the OECD *Strength through Diversity: Education for Inclusive Societies* project, this paper conceptualises diversity and inclusion in education through a multi-dimensional and intersectional approach. It focuses on various dimensions of induced diversity in student (and teacher) populations, in particular migration; ethnic groups, national minorities and Indigenous peoples¹; gender; gender identity and sexual orientation; special education needs; giftedness; and how these dimensions interact with one another. It also takes into consideration socio-economic status and geographic location as overarching factors that can intersect with various dimensions of diversity.

The paper focuses on the aforementioned dimensions of diversity and overarching factors as main lenses to map teacher policies and inclusive teaching practices across OECD countries. Section 1 introduces diversity and inclusion in education through a multi-dimensional and intersectional approach and conceptualises inclusive teaching. Section 2 presents a mapping of policies and practices in place to provide an overview of the state of inclusive teaching policies across OECD education systems. Section 3 explores key design elements and core competences for inclusive teaching. Finally, Section 4 presents some of the existing evidence on the impact of teacher diversity and effective strategies to promote inclusive teaching in the classroom by connecting evidence from research in education and psychology.

¹ In line with the OECD *Strength through Diversity* project, the paper uses the terms *ethnicity* and *ethnic diversity* without using *race* and *racial diversity*, while acknowledging that the latter terms are used in some countries. Ethnicity and race are notions with often undefined boundaries. Besides having a negative connotation in several countries, the notion of *race* has little biological bases as biological differences among individuals from different racial groups are minuscule. Racial differences among individuals would not be relevant for education policy if it were not for their overlap with ethnic differences and for structural discriminations faced by certain groups both in education and society (Santiago and Cerna, Forthcoming⁽¹⁾).

1. Diversity, inclusion and inclusive teaching

Across OECD countries there has been growing attention towards promoting inclusive teaching environments that can meet the diverse needs of all students. To achieve this, understanding diversity and inclusion in education through a multi-dimensional and intersectional lens allows focusing on individual student characteristics and needs, thereby setting the basis for a conceptualisation of inclusive teaching. In line with the OECD *Strength through Diversity: Education for Inclusive Societies* project, the section conceptualises and navigates diversity, inclusion and inclusive teaching in today's education systems. It also provides background knowledge on the main policy areas to build teacher capacity for inclusive teaching and outlines existing policy challenges. The section is meant to provide the background to analyse policies and practices in place across OECD countries (Section 2), explore the design of inclusive teaching strategies (Section 3) and assess the impact of interventions in the field (Section 4).

1.1. Understanding inclusive education, diversity and inclusive teaching

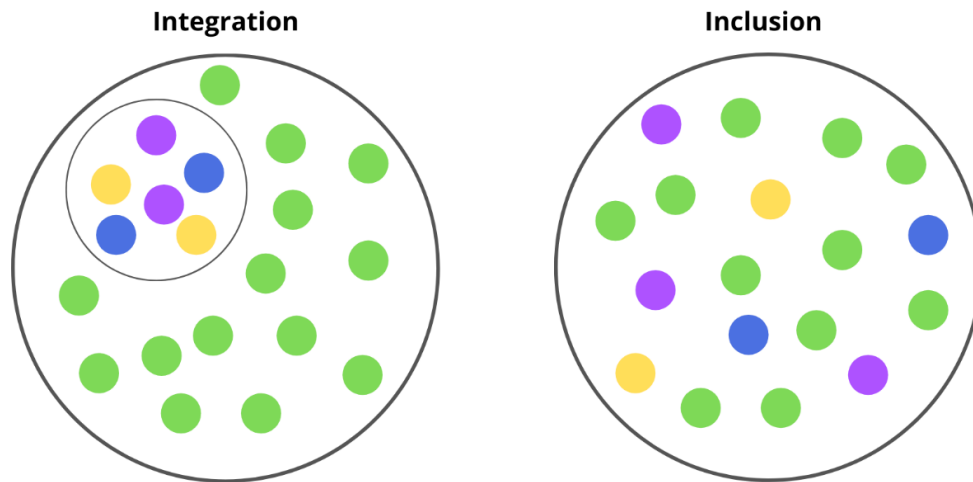
Developing inclusive classroom environments for increasingly heterogeneous student populations is a priority to promote the learning and well-being of all students (Santiago and Cerna (Forthcoming^[1]); Section 4). To achieve this, it is important to value diversity as an asset rather than a challenge. Also, in the process towards inclusive teaching, understanding diversity and inclusion through multi-dimensional and intersectional lenses can help acknowledge and meet individual student needs while valuing their unique identities.

1.1.1. Inclusive education for all

Inclusive education can be defined as “an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination” (UNESCO, 2009, p. 126^[2]). While traditionally the concept of inclusive education was applied to promote the mainstreaming of students with special education needs (SEN), its understanding gradually expanded to address other student groups, such as students with an immigrant background or belonging to ethnic groups, national minorities and Indigenous peoples (Brussino, 2020^[3]). Today, inclusive education is increasingly conceptualised through a holistic approach targeting all students. This aims to support learning and well-being outcomes of all students by valuing their unique identities and needs.

Inclusion differs from integration as integration entails fitting students into pre-existing environments, attitudes and structures (UNESCO, 2017^[4]), while inclusion requires modifying the system to fit the student and not adapting the student to fit the system (UNICEF, 2014^[5]).

Figure 1.1. A visual differentiation between integration and inclusion



Source: Adapted from Santiago and Cerna (Forthcoming^[1]), *Promoting inclusive education for diverse societies: A conceptual framework*.

1.1.2. Rethinking diversity through the lens of intersectionality

Our societies are becoming increasingly diverse and heterogeneous as a consequence of a variety of socio-economic, demographic and cultural factors (Santiago and Cerna, Forthcoming^[1]). This diversity, in turn, is mirrored in the classroom, where students from diverse backgrounds participate and engage in the learning process. Diversity refers to the perception of being different that individuals can have about themselves and/or others and that leads to the formation of co-existing identity groups. Diversity is multi-dimensional, might concern physical aspects and/or immaterial traits, such as cultural practices, and makes sense according to the boundaries defined by groups of individuals (Ibid.).

In education, intersectionality can be used as a framework to conceptualise how students may embody multiple dimensions of diversity and combinations of identities that expose them to multiple types of discrimination and disadvantage (Lavizzari, 2015^[6]). An intersectional approach to diversity understands identities as fluid and overlapping with one another to form new and diverse identities. In turn, intersectional student identities carry implications with respect to creating inclusive classroom environments for all students (Santiago and Cerna, Forthcoming^[1]).

In today's context of promoting inclusive classrooms and societies for all participating agents, there have been efforts to promote a cultural shift in the understanding of diversity. If, across many countries, diversity used to be acknowledged as an obstacle to overcome, today it is increasingly valued as an asset to be cultivated, both in the classroom and society (Sliwka, 2010^[7]).

1.1.3. Conceptualising inclusive teaching

The conceptualisation of an inclusive teaching approach has gone hand in hand with the delineation of inclusive education. Stemming from an existing understanding of inclusive teaching, developing an operational definition is key to identify central elements to design and implement inclusive teaching approaches as well as to determine main policy areas for capacity building of teachers.

Most of the available definitions of inclusive teaching are provided in the field of higher education and can be made applicable to other education levels. Hockings (2010, p. 1^[8])

defines “inclusive learning and teaching in higher education as the ways through which pedagogy, curricula, and assessment are designed to engage students in learning that is meaningful, relevant, and accessible to all”. Similarly, the Brown University’s Sheridan Center for Teaching and Learning (2020^[9]) conceptualises inclusive teaching as “an explicit intellectual and affective inclusion of all students into our fields and disciplines, through course content, assessment, and/or pedagogy”. These definitions recognise three main elements, namely, pedagogy, curriculum and assessment, as fundamental components for the development of inclusive teaching strategies. Central to promoting inclusive teaching is cultivating “awareness of the dynamics that shape classroom experiences and impact learning”, as well as “being responsive to these dynamics and intentional about using strategies, or inclusive moves, that foster a productive learning environment” (Harvard University, n.d.^[10]).

Building from these conceptualisations, inclusive teaching can generally be defined as the ways through which teaching is developed and carried out to promote learning and well-being of *all* students in the classroom. In this process, key elements such as pedagogy, curriculum and assessment, and core competences, including critical reflection, global competence and a growth mindset, play fundamental roles. Section 3 explores these key elements and competences that teachers should develop to design and implement inclusive teaching strategies.

Related concepts

A number of concepts relate to inclusive teaching as they describe approaches to teaching geared towards adapting the system to meeting the diverse needs that students may have in the classroom. These include differentiation/differentiated instruction and adaptive teaching. These concepts are often used in similar contexts and with overlapping meanings, therefore a clear and definite distinction might be challenging to make.

Differentiation or *differentiated instruction* is “an approach to teaching that involves offering several different learning experiences and proactively addressing students’ varied needs to maximise learning opportunities for each student in the classroom. It requires teachers to be flexible in their approach and adjust the curriculum and presentation of information to learners of different abilities” (UNESCO, n.d.^[11]).

Adaptive teaching is an approach that acknowledges diversity as an opportunity for both teaching and learning, therefore differentiating itself from teaching approaches oriented towards adapting to the needs and learning styles of the typical student in the classroom (Dumont and Istance, 2010^[12]). By leveraging student strengths, adaptive teaching aims to promote full participation of all students in the classroom, as well as to develop self-regulated learning in students (Peterson, A., et al., 2018^[13]). Key elements in adaptive teaching are arrangements made to the teaching and learning environment. In particular, adaptive teaching requires both macro-adaptations, which are long-term instructional adjustments such as adaptations of formal assessment, and micro-adaptations, that is shorter-term adjustments such as during classroom interactions (Peterson, A., et al., 2018^[13]).

1.2. Building teacher capacity for inclusive teaching

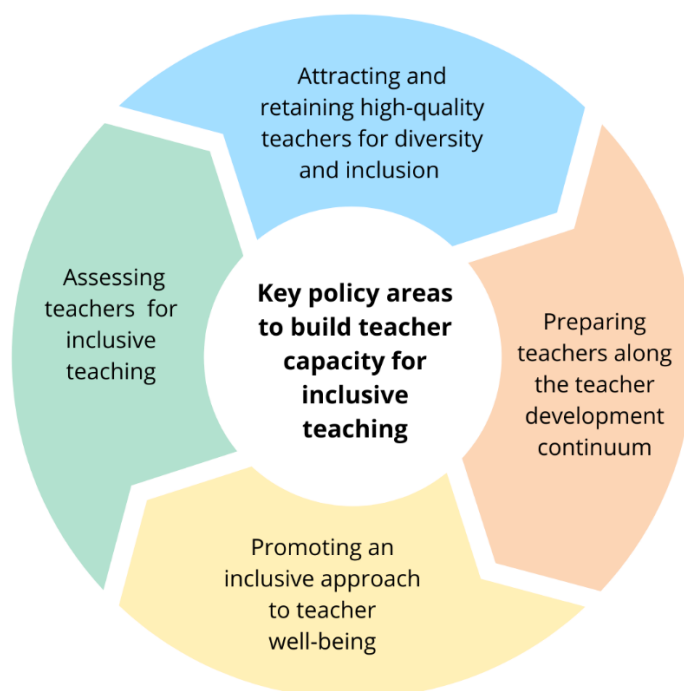
Teachers, school leaders and education stakeholders play a fundamental role in developing safe and inclusive classroom environments for all. In particular, among factors inclined to policy influence, variables related to teachers and teacher quality have the largest impact on student learning, with teacher quality being the most important school factor impacting on student performance (OECD, 2011^[14]). As teachers are an essential contribution to

student learning and well-being, building teacher capacity for inclusive teaching is crucial. For education systems to be high-quality and equitable, attracting, selecting, developing, supporting and retaining high-quality teachers represent key preconditions (Schleicher, 2020_[15]).

Effectively valuing diversity and fostering inclusion in the classroom depends on ensuring that teachers possess the right set of skills and knowledge to do so (UNESCO, 2020_[16]). To achieve this, teachers should be acknowledged as lifelong learners who understand and can create rich and inclusive learning environments. Initial teacher education (ITE) should start equipping teachers with knowledge and skills for inclusive teaching (OECD, 2010_[17]). Once in the classroom, teachers can better acquire certain competences and skills. Therefore, continuous professional learning (CPL) becomes crucial so that, when facing new challenges, teachers are able to respond to them by consolidating their knowledge and competences and learning new skills (OECD, 2014_[18]; OECD, 2011_[14]). Along the continuum of teacher development, strategies to promote teacher capacity for inclusive teaching can take the form of, among others, induction and mentoring, as well as formal and informal in-service training (OECD, 2020_[19]). To further guide and support inclusive teaching, an inclusive school leadership and an inclusive school management are key (European Agency for Special Needs and Inclusive Education, 2019_[20]).

Evaluating teacher competences and performance with respect to inclusive teaching is key to promoting inclusive classroom environments for all. Teacher evaluations have two main components, improvement and accountability functions, aiming at improving teaching practices and making teachers accountable for their performance (Santiago and Benavides, 2009_[21]). While integrating the two functions into a single teacher evaluation can be challenging (Ibid.), ensuring that education systems are equipped with frameworks to evaluate teachers for inclusive teaching remains crucial (UNESCO, 2020_[16]). In teacher evaluations, ensuring that teachers from diverse backgrounds are equitably and inclusively assessed is also key.

The diversity and heterogeneity found in student populations should be mirrored in the teaching workforce by attracting and retaining more diverse teachers (Schleicher, 2020_[15]). This also includes supporting teachers from diverse backgrounds throughout their teaching career and, in particular, as novice teachers. Furthermore, a holistic approach to student well-being in inclusive and diverse classroom environments should be complemented with adequate support to teacher well-being. As a matter of fact, in order to be the most effective, teachers should have the highest levels of well-being, self-efficacy and confidence (Viac and Fraser, 2020_[22]).

Figure 1.2. Key policy areas to build teacher capacity for inclusive teaching

1.3. Present challenges to overcome

To effectively build teacher capacity for inclusive teaching, multiple challenges must be acknowledged and overcome. Across OECD countries, education systems conceptualise diversity and inclusion in different ways. Although systematic, this fact can entail limits in the sharing of good practices and peer learning. Second, teacher shortages, high turnover and attrition remain priority issues among countries (OECD, 2020^[23]), together with low attractiveness of the teaching profession and under-representation of diverse groups in the teaching workforce. Furthermore, teachers often remain insufficiently prepared in areas related to diversity and inclusion, both at ITE and CPL levels (OECD, 2020^[23]; OECD, 2019^[24]). Also, education systems often lack structured monitoring and evaluation frameworks to assess teacher preparation and performance with respect to inclusive teaching, as well as solid approaches to support teacher well-being and retention (see Table 1.1).

1.3.1. Different understandings of diversity and inclusion

The understanding and operationalisation of diversity and inclusion in education vary greatly across countries. While education systems traditionally conceptualised inclusive education as developing equitable and inclusive learning environments for students with special education needs (see Section 1.1), some have increasingly extended the understanding of inclusive education to diverse at-risk student groups and others to encompass all students. Overall, countries differ considerably in the way inclusive education is defined and incorporated into legislative and policy frameworks (UNESCO, 2020^[25]). This, in turn, may hinder cross-country comparison and sharing of good practices. Within countries, a lack of comprehensive legislative and policy frameworks on inclusive

education for all may hamper the development and implementation of inclusive education (UNESCO, 2020^[25]).

UNESCO's 2020 Global Education Monitoring (GEM) Report shows that, globally, only 68% of all countries include a definition of inclusive education in their laws, policies and practices. In particular, only 57% have a definition of inclusive education targeting multiple vulnerable student groups. When looking at national laws, only 10% of all countries have comprehensive laws on inclusive education for all. In fact, laws generally address specific at-risk student groups, with 79% of countries having laws targeting education provision for students with special education needs, 60%, students belonging to linguistic minorities, 49%, students belonging to ethnic groups, national minorities and Indigenous peoples, and 50% addressing gender equality (UNESCO, 2020^[25]). Policies are more likely to incorporate more comprehensive approaches to inclusive education for all, with 17% of countries having holistic policy frameworks to inclusive education for all students. This reaches 75% when taking into consideration countries with national education strategies and plans targeting inclusive education for all disadvantaged students (Ibid.).

1.3.2. Low attraction and retention of high-quality and diverse teachers

Many OECD countries share considerable challenges brought about by widespread teacher shortages, high turnover and attrition, as well as low attractiveness of the teaching profession (OECD, 2020^[23]). Among the diverse factors contributing to driving teacher shortages, a critical one is the high attrition in early years of teaching. For example, in England, United Kingdom, 50% of novice teachers leave the profession within the first five years (OECD, 2019^[24]). Other contributing factors are the low attractiveness of the teaching profession and high dropout rates from teacher education (Ibid.). These challenges, which hinder efforts in providing quality education programmes, are further aggravated by a widespread lack of diversity in teaching forces across OECD countries. Retaining and attracting more diverse teachers remains a key challenge for many education systems. The teaching workforce representation remains often underrepresented from the perspectives of diverse gender, age, diverse abilities, ethnicity and other groups. In turn, teacher diversity can have an impact on student learning and well-being (see Section 4).

Gender

With the exception of Japan², women make up more than half of the total teaching force across countries included in the OECD's Teaching and Learning International Survey (TALIS) 2018. Women represent, on average, 68% of total teachers, with the highest imbalances in Latvia, where they represent 90% of the total teaching force (OECD, 2019^[24]). Across OECD countries, while women make up the majority of teachers in primary and secondary education³, they are underrepresented in tertiary education (OECD, 2020^[26]). At all education levels, on average across OECD countries, women represent the largest share of teachers among the teaching force below the age of 30 (OECD, 2020^[26]). Between 2005 and 2018, on average across OECD countries, the gender gap gradually increased in favour of women from primary to upper-secondary education, but decreased in favour of men in tertiary education (OECD, 2020^[26]). Despite women are over-represented in the teaching workforce, they are comparatively underrepresented in education leadership roles (OECD, 2020^[26]).

² In Japan, women represent 42% of the total teaching workforce (OECD, 2019^[24]).

³ It is important to underline that, in upper secondary education, while women represent most of the teaching body, there are significantly more female teachers in general programmes than in vocational education (OECD, 2019^[24]).

Promoting a more gender-balanced teaching workforce across education levels can have positive influences on students (OECD, 2020^[26]). Among others, it can contribute to promoting positive gender identities and challenging gender stereotypes (Hutchings, M. et al., 2008^[27]).

Age

In many OECD countries the teaching body is ageing. Across countries included in TALIS 2018, teachers are on average 44-years-old, while in Italy, Portugal, Estonia and Latvia, the average teacher is aged 48 or over. More than 45% of the teaching force in Italy, Portugal and Hungary is aged 50 or above. By contrast, in countries such as England, United Kingdom, and the Flemish Community of Belgium the average teacher is aged 40 or younger. With the average normal pension age across OECD countries being 63.7 years for women and 64.3 years for men in 2016 (OECD, 2017, p. 92^[28]), these countries may face challenges in the next 15-year span if, after accounting for projected demographic changes in student populations, the recruitment and preparation of large numbers of teachers does not keep up with retirement-induced attrition (OECD, 2019^[24]). Overall, on average across OECD countries, teachers under the age of 30 remain few and the share decreases with education levels. Teachers under 30-years-old make up 12% of the teaching force in primary education, 10% in lower secondary education and 8% in upper-secondary education, on average across OECD countries (OECD, 2020^[29]).

The ageing teaching population has implications for the renewal of the teaching body needed to compensate for retirement attrition in education systems. It also affects the levels of training and support needed to best meet the needs and promote the competences and skills of an ageing teaching force (OECD, 2019^[24]). For example, older teachers more commonly express problems with and barriers to their use of information and communication technology (ICT) (Scherer, Siddiq and Teo, 2015^[30]), which is an increasingly important element to support student learning, such as for students with special education needs (Brussino, 2020^[3]). Furthermore, despite a vast majority of teachers report that their schools are open for innovation, novice teachers are less likely to report that they work in innovative environments than their more experienced colleagues (OECD, 2019^[24]).

Despite this, evidence does not identify age among the main factors influencing the quality of teaching. Rather, experience is a main element that contributes to building the profile of most effective teachers (OECD, 2019^[31]). Also, more experienced teachers can fulfil additional crucial roles such as mentors for novice teachers, head of departments, managerial positions. However, promoting a more diverse age distribution among teachers exposes students to a diversity of role models at different age groups (OECD, 2019^[24]), making schools unique spaces for inter-generational encounters. Also, evidence shows that teachers' predisposition to implement change and innovative practices tends to decrease with age and experience (Goodson, Moore and Hargreaves, 2006^[32]). This should be taken into account when building teacher capacity for inclusive teaching as it entails going beyond traditional teaching approaches and acquiring various competences, such as global competence and self-inquiry with respect to own biases and self-beliefs, as well as rethinking pedagogies, curricula and assessments through the lens of diversity and inclusion (Section 3).

Ethnic, Indigenous and immigrant backgrounds

From the perspective of ethnic, immigrant, national minority and cultural backgrounds, the teaching workforce remains rather homogeneous in many OECD countries with a strong demographic divide (Forghani-Arani, Cerna and Bannon, 2019^[33]). Teachers tend largely to come from dominant cultural groups in their countries, while often teaching to non-

dominant cultures and minorities (Cutri and Whiting, 2015^[34]). Teachers from non-minority backgrounds may have only partial, biased and filtered understanding of the experiences lived by individuals from non-dominant cultures (Forghani-Arani, Cerna and Bannon, 2019^[33]).

Forghani-Arani, Cerna and Bannon (2019^[33]) report some country examples. In the United States (US), where the population of African Americans accounts for at least 13.4% of the total population (United States Census Bureau, 2020^[35]), Black males make up only 2% of the teaching force (U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, 2016^[36]). In contrast, when comparing US workforce diversity across generations, the workforce outside of the teaching profession has become considerably more diverse with respect to ethnicity and grown more representative of the overall population diversity compared to the teaching body (Hansen and Quintero, 2019^[37]). In the United Kingdom (UK), where 29% of primary school and 25% of secondary school students have an ethnic minority background, only 12% of all prospective teachers in England and 6% in Wales do (Donlevy, Meierkord and Rajania, 2016^[38]).

Teachers belonging to Indigenous communities or with national minority backgrounds also seem to be underrepresented in the teaching profession across several countries. This under-representation is reflected in the implementation of programmes in several countries, such as Canada, to increase the number of Indigenous teachers in the profession (Oloo and Kiramba, 2019^[39]). However, official figures on the state of Indigenous teachers are often inadequate or inexistent and non-official figures are also hard to verify given that most of the available data on Indigenous peoples is based on self-identification (United Nations, n.d.^[40]). Therefore, it remains challenging to quantify the under-representation of Indigenous teachers in the profession across OECD countries.

Diverse physical abilities

Despite the scarcity of statistics on the issue, there is a widespread understanding that most countries face a shortage of teachers with diverse abilities. While countries have non-discriminatory laws and policies to attract teacher students with special education needs (SEN) and diverse abilities, and later retain them in the teaching profession, many countries still face under-representation of teachers with diverse abilities (Brussino, 2020^[3]). This hinders efforts to promote diversity and inclusion on both sides of the classroom.

Attracting and retaining high-quality teachers in more disadvantaged settings

Learning opportunities and outcomes are still often inequitably reproduced across student populations, thereby replicating existing patterns of socio-economic advantage and disadvantage (OECD, 2020^[41]). When student outcomes differ across schools in relation to socio-economic disadvantage, targeted policies, such as attracting and retaining high-quality teachers in disadvantaged education settings, can be effective in at least partially compensating for disadvantage (OECD, 2019^[31]).

Across countries, there remain considerable inequalities in access to high-quality teaching for many students. For example, evidence shows that across 32 OECD countries, students in more socio-economically disadvantaged schools and classrooms appear less likely to have higher-quality teachers (Qin and Bowen, 2019^[42]). However, the degree of equitable teacher quality distribution varies greatly - both within and between schools - among the 32 countries included in the analysis (Ibid.).

Across many countries, there are inequalities in the distribution of teachers across and within schools. For instance, several countries face challenges due to inequalities in the

distribution of teachers across schools in different socio-economic settings (OECD, 2019^[43]). In settings with high concentrations of students from more disadvantaged socio-economic backgrounds, novice teachers appear to be over-employed compared to more experienced teachers (OECD, 2019^[44]). This can be problematic as novice teachers may lack the experience and adequate training to be effective teachers in such contexts⁴. The over-representation of novice teachers in disadvantaged school settings can also be an issue, acknowledging high-attrition rates for novice teachers across many countries and the often widespread lack of comprehensive and structured support for novice teachers (see Section 1.3.3). Teachers from different backgrounds also seem to be disproportionately placed in more challenging settings. For example, evidence from the United States shows that Black teachers are two-thirds more likely to be placed in disadvantaged schools (Hansen and Quintero, 2018^[45]).

Some countries also have inequalities in the distribution of teachers in rural areas and smaller communities (e.g. Radinger et al., (2018^[46]); Shewbridge et al. (2016^[47])). In different geographic locations, such as rural settings, attracting and retaining teachers, and in particular novice teachers, may encounter additional challenges. Among others, the difficulties experienced by novice teachers when beginning the profession can be amplified in rural settings as novice teachers are more likely to have greater responsibilities and tasks (Hayes, Lachlan-Haché and Williams, 2019^[48]). This, together with other elements such as geographic isolation, insufficient teacher compensation and fewer mentoring and professional learning opportunities, can lead to further challenges to attract and retain effective teachers in rural settings. Additionally, when not adequately supported, teachers from different backgrounds, such as belonging to diverse ethnic groups, may feel less welcomed and more isolated in small rural settings and may have fewer opportunities to establish networks with other teachers from similar backgrounds (Kohli and Pizarro, 2016^[49]).

1.3.3. Insufficient teacher preparation and development for inclusive teaching

Along the teacher development continuum, results from TALIS 2018 show the need to prepare teachers better for diversity and inclusion (OECD, 2020^[23]). This is reflected in challenges encountered by teachers lacking support and training in areas related to diversity and inclusion, with data from TALIS 2018 highlighting a particularly urgent need to support novice teachers (OECD, 2019^[44]).

Novice teachers

Results from TALIS 2018 show that novice teachers in lower secondary education represent one-fifth of the teaching force across OECD countries (19%). Compared to more experienced teachers, they appear more likely to share, among the drivers motivating them to become teachers, the possibility to benefit students from socio-economically disadvantaged backgrounds. Compared to more experienced teachers, novice teachers are over-employed in schools with high concentrations of students from more disadvantaged socio-economic backgrounds (22%). Despite their over-representation in more disadvantaged school environments, on average across OECD countries, only 22% of novice teachers have a mentor and 34% have never participated in induction activities. Furthermore, novice teachers tend to be less confident and satisfied with their teaching performance in the classroom compared to teachers with more experience. For example, 78% of novice teachers feel they can control disruptive behaviour in the classroom

⁴ Experience and solid training represent two main elements that characterise the profiles of most effective teachers across OECD countries (OECD, 2019^[31]).

compared to 87% of more experienced teachers (OECD, 2019^[44]). Inadequate support and attention to novice teachers in their first years in the profession, in turn, have an impact on teacher effectiveness and well-being (OECD, 2019^[44]) and can contribute to the high-attrition rates of novice teachers (see Section 1.3.2).

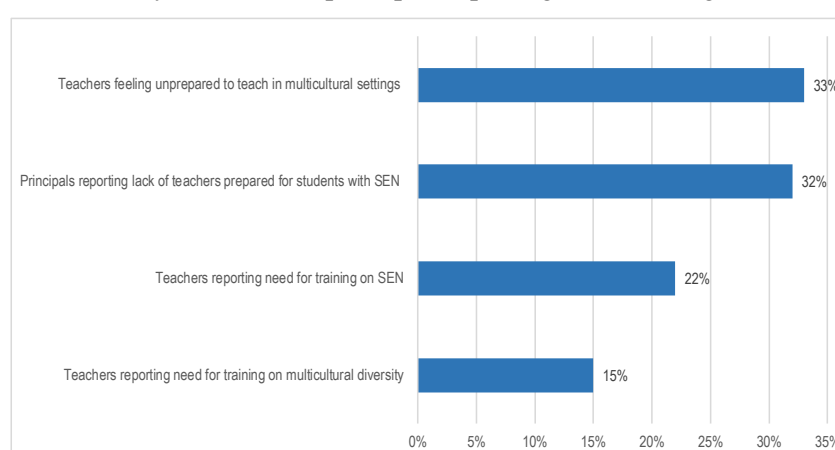
Novice teachers from minority backgrounds seem to be disproportionately present in disadvantaged school settings (see Section 1.3.2). They are also less likely to receive adequate professional support and mentoring (Bristol and Goings, 2019^[50]) which, especially during teachers' early careers, can considerably affect teacher well-being, effectiveness and retention in the profession (OECD, 2019^[44]).

Teacher preparation and professional learning

Data from TALIS 2018 show that, on average across OECD countries, at least one in five teachers (22%) reports the need for training on special education needs, while one in three teachers (32%) in lower secondary education reports a shortage of teachers able to teach students with SEN. Having teachers capable of adequately responding to the needs of students with SEN is also among the most common resource issues highlighted in TALIS 2018. Furthermore, TALIS 2018 shows that, on average, one in three teachers (33%) does not feel sufficiently equipped to meet the challenges of teaching in multicultural settings. Training on multicultural/multilingual settings is reported as the second-highest need for professional learning recognised by 15% of teachers (see Figure 1.3). This becomes increasingly critical when acknowledging that, on average across OECD countries, 17% to 30% of teachers work in schools with a culturally or linguistically diverse student population. Furthermore, only around three-fifths of teachers in multicultural schools (62%) work in settings supporting activities or organisations that promote students' expression of diverse ethnic and cultural identities (OECD, 2019^[24]). Also, the share of teachers reporting a high need for training on special education needs and participating in professional learning on special education needs has risen in the last five years across many OECD countries (Ibid.).

Figure 1.3. Needs for training on diversity and inclusion (TALIS 2018)

Percentage of lower secondary teachers and principals reporting the following (OECD average-31)



Note: Averages based on OECD countries included in TALIS 2018: Alberta (Canada), Australia, Austria, Belgium (and Flemish Community), Chile, Colombia, Czech Republic, Denmark, England (UK), Estonia, Finland, France, Hungary, Iceland, Israel, Italy, Japan, Korea, Latvia, Lithuania, Mexico, Netherlands, New Zealand, Norway, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Turkey, United States.

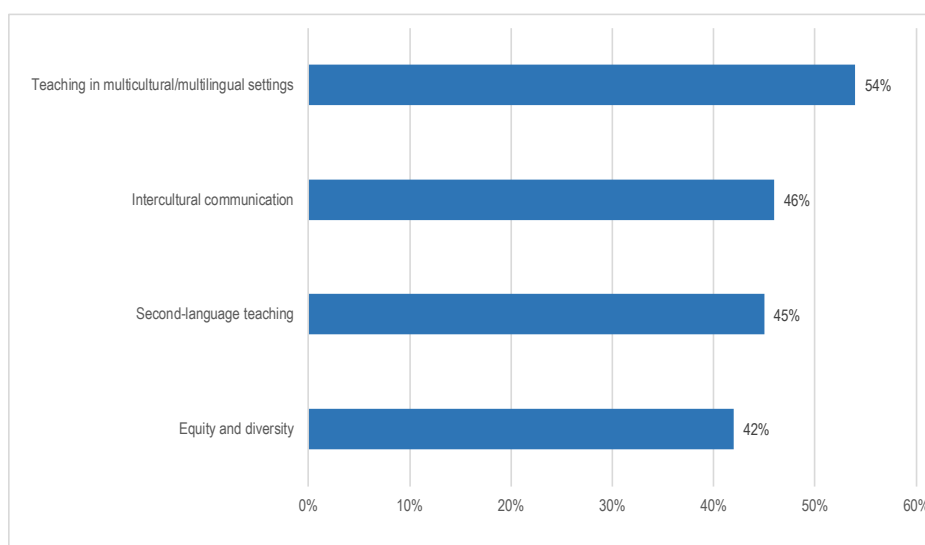
Source: OECD (2019^[24]), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, <https://doi.org/10.1787/1d0bc92a-en>.

One of the most common policy priorities reported by teachers in TALIS 2018 is offering high-quality professional learning for teachers (55%). In-service training also remains in high demand. For example, although it is covered more systematically in initial teacher education, teaching in multicultural or multilingual settings is less frequently included in initial training (35% of teachers report it, with variation between 12% and 78%) and continuous professional learning (22%, with variations between 6% and 65%, OECD (2019^[24])).

The OECD's Programme for International Student Assessment (PISA) 2018 also shows the lack of professional learning in areas related to diversity and inclusion. This is reflected both in the small percentage of teachers reporting having ever attended professional learning activities with respect to diversity and inclusion and having attended them in the last 12 months. It is also mirrored in teachers' self-reported need for professional learning opportunities (see Figure 1.4). For example, 54% of students attended a school where teachers stressed a moderate-to-high need for training on teaching in multicultural/multilingual settings and 45% went to a school whose teachers reported a considerable need for CPL on second-language teaching. Also, 46% of students had teachers who reported a need for training in intercultural communication and 42% in equity and diversity (OECD, 2020^[51]).

Figure 1.4. Teachers' needs for training on diversity and inclusion (PISA 2018)

Percentage of 15-year-olds students attending school where their teachers report a need for training on the following



Note: Based on data from countries and economies included in PISA 2018 Volume VI. These include OECD member countries (Chile, Germany, Korea, Portugal, Scotland (United Kingdom), Spain) and partner countries (Albania, Baku (Azerbaijan), Brazil, Dominican Republic, Hong Kong (China), Macao (China), Malaysia, Morocco, Panama, Peru, Chinese Taipei, United Arab Emirates).

Source: OECD (2020), PISA 2018 Database, Table VI.B1.7.15, <https://www.oecd.org/pisa/data/>

While the need for more solid teacher preparation for diversity and inclusion remains urgent, it is important to underline that teachers often struggle or resist broadening their knowledge and changing their practices (Bakkenes, Vermunt and Wubbels, 2010^[52]), especially in the area of diversity (Gay, 2013^[53]). Indeed, changing teachers' self-belief can represent the most important leverage for change in education while often being one of the most challenging to achieve (Schleicher, 2020^[15]). The resistance to challenging self-

beliefs, that is, resistance to change, is a key subject in social psychology. Evidence extensively demonstrates how individuals are resistant to changing beliefs that are linked to their systems of beliefs and values, either logically or psychologically (Jost, 2015^[54]). Various factors play a role in this, including conscious and unconscious bias (for example, confirmation bias, which is the tendency to favour information that confirms prior beliefs). The importance of gaining awareness to overcome one's own biases in the context of inclusive teaching and strategies to mitigate such biases are investigated throughout the paper (see Sections 3.2.2 and 4.2.2).

1.3.4. Teacher well-being is not always prioritised

In the context of high teacher shortages, turnover and low attractiveness of the teaching profession across many countries (see Section 1.3.2), there is a strong need to better understand teacher well-being and how it can influence both teaching and learning (Viac and Fraser, 2020^[22]). Education systems lack comprehensive mechanisms to promote a holistic approach to teacher well-being aimed at supporting teachers in their professional and personal lives. When not adequately supported, the teaching profession can be highly stressful and demanding, which could accentuate high rates of teacher turnover and teacher shortages (Roberts and Kim, 2019^[55]).

Evidence from TALIS 2018 shows that high levels of stress experienced by teachers can be associated with their perceived job satisfaction and intention to stay in the profession. On average across countries included in TALIS 2018, teachers experiencing high levels of stress are twice as likely as other teachers with lower levels of stress to report they will quit the teaching profession within a five-year time span (OECD, 2020^[23]). Indeed, unsupportive and obstructive working environments in more disadvantaged school settings can have an impact on teacher turnover rates (Johnson, Kraft and Papay, 2012^[56]). Recent evidence also suggests that teachers' emotional exhaustion and efficacy can have an impact on student discipline and behaviour (Eddy et al., 2020^[57]) as well as on student learning (McLean and McDonald Connor, 2015^[58]).

The organisation culture can also affect teacher well-being, in particular the well-being of teachers from diverse backgrounds. With a focus on the intersectional experience of Black male teachers, Bristol (2020^[59]) analyses how social isolation in education institutions has an impact on teachers' experiences and well-being. In particular, Bristol finds that Black male teachers, when they represent the only Black male teacher among faculty members, are more likely to feel socially isolated and disconnected from their peers in school settings with other Black male teachers.

1.3.5. Lack of solid and inclusive teacher evaluation for inclusive teaching

The importance given by teachers to receiving feedback is widely acknowledged. Data from TALIS 2018 shows that, on average across OECD countries, 55% of teachers who reported receiving feedback consider that it led to positive change in the competences related to their subject. In addition, 50% of teachers reported that it led to changes in their use of student assessments to promote student learning (OECD, 2019^[24]). However, OECD education systems often lack comprehensive teacher evaluations in areas related to inclusive teaching. Furthermore, across countries, there are still equity and inclusion concerns in teacher evaluations that can disproportionately affect diverse teacher groups due to, among others, evaluation biases and mechanisms tied to student performance.

Insufficient teacher evaluation in areas of diversity and inclusion

Teacher evaluation is crucial to contributing to the promotion of quality of learning in the classroom. However, several education systems lack solid monitoring and evaluation (M&E) frameworks to assess teacher preparation and performance with respect to diversity and inclusion. This, in turn, mirrors a broader lack of comprehensive education policy for diversity and inclusion across many countries. Multiple factors play a role in this, including the fact that indicators of diversity and inclusion can be more challenging to develop compared to more easily objectively quantifiable ones, such as, access to education to as an indicator of equity.

Across countries, there has been an interest in promoting classroom observation and post-observation feedback among teachers for both formative and summative teacher evaluation purposes. These approaches include peer observation, often integrated within professional learning communities, which can be particularly important to support teachers in developing inclusive teaching strategies. Despite this, across countries, observing other teachers' classes and providing post-observation feedback is not a mainstream practice. In particular, on average across OECD countries, only 15% of teachers report providing feedback based on observation of other teachers more than four times a year (OECD, 2020^[51]).

Equity and inclusion issues in teacher evaluations

Equity and inclusion issues in teacher evaluations can emerge due to a variety of factors, among which evaluators' identity bias, that can affect teacher performance ratings and have strong career implications for diverse teachers. Equity and inclusion concerns may also arise when teacher performance ratings are only tied to student academic performance with summative purposes, especially for teachers in more disadvantaged settings.

First, evaluators' identity bias can be defined as the "effects on performance ratings due to ratee category membership" (Roberson, Galvin and Charles, 2007^[60]) and represents a main obstacle for career advancements for individuals from diverse backgrounds. For example, identity bias can refer to implicit biases that evaluators can have due to ratees' personal characteristics, such as gender and belonging to ethnic groups or national minorities. If not adequately addressed, evaluators' identity bias can affect the way teacher behaviour is translated into ratings and the reliability and accuracy of the evaluations carried out (Milanowski, 2017^[61]). Across countries included in TALIS 2018, evaluators are mostly school leaders and other school management staff, respectively for 64% and 51% of teachers in TALIS 2018. Teachers are also widely evaluated through student survey responses related to teaching, with 82% of teachers in TALIS 2018 working in schools using this method (Schleicher, 2020^[15]).

Evidence suggests that diverse groups of teachers may score disproportionately lower in teacher evaluations, both in evaluations carried by evaluators and in student evaluations of teaching (SETs). For example, studying teacher performance in summative evaluations in a large urban district in the United States over a three-year time span, Bailey et al. (2016^[62]) find important and persistent differences in evaluation outcomes by age, ethnicity and gender, especially for teachers aged 50 or more, Black teachers and male teachers. While room for future research in the area is needed as the correlation found in the study does not imply causation, it is important to keep in mind that teacher evaluations need to be designed and implemented inclusively. A review of 100 studies on student evaluations of teaching finds that there is wide equity bias in SETs, in particular for diverse teachers, including female teachers, teachers from diverse ethnic and minority backgrounds and other marginalised groups (Kreitzer and Sweet-Cushman, 2021^[63]). In this respect, a large study

in higher education in the Netherlands finds significant gender bias in SETs, with women receiving systematically lower evaluations than male colleagues. This gender bias appears to be driven by the evaluations carried out by male students and is larger for mathematical courses and for junior female teachers. As SETs can also be used for summative purposes, biased SETs, in turn, can have direct and indirect effects on teacher careers, such as by affecting the reallocation of resources from research into teaching (Mengel, Sauermann and Zölitz, 2017^[64]).

Another challenge can emerge when teacher evaluations are linked to student performance. Teacher evaluations are often tied to student performance. Teacher evaluations largely rely on the analysis of school- and classroom-based student results (for 94% of teachers included in TALIS 2018) and on students' external results (for 93% of teachers, (Schleicher, 2020^[15])). When student test scores are tied to teacher performance ratings, there might be implications for teachers employed in more disadvantaged settings. For instance, evidence shows that teacher evaluation ratings based on student test scores are often lower for teachers working in more disadvantaged school settings (Newton et al., 2010^[65]). Basing high-stakes decisions about teachers, such as tenure, seniority and pay, on teacher evaluations tied on student performance might have a more negative impact on teachers in disadvantaged settings as it can drive teacher turnover in these settings (Johnson, 2015^[66]). This, in turn, can have direct implications for novice teachers, and particularly for those from diverse backgrounds, who are often situated in more disadvantaged settings (see Section 1.3.3). Although being an important evaluation tool, school- and classroom-based student results should be used as one of several sources of evidence to evaluate teacher performance (Schleicher, 2020^[15]).

1.3.6. A summary of main challenges to build teacher capacity for inclusive teaching

As outlined in this Section, OECD countries still face several challenges to effectively and systematically build teacher capacity for inclusive teaching. This includes different conceptualisations of diversity and inclusion, which may hinder peer learning and the sharing of good practices. Teacher shortages, high turnover and attrition also remain priority issues among countries, together with low attractiveness of the teaching profession and under-representation of diverse groups in the teaching workforce. Also, across several countries, initial teacher education and continuous professional learning programmes still do not sufficiently prepare teachers in areas related to diversity and inclusion. Finally, education systems often lack structured monitoring and evaluation frameworks to assess teacher preparation and performance with respect to inclusive teaching, as well as solid approaches to support teacher well-being and retention (see Table 1.1).

Table 1.1. Main challenges to overcome to build teacher capacity for inclusive teaching

Challenge	Main issues	Evidence from the OECD
<i>Different understanding of diversity and inclusion</i>	<p>Education systems have a different understanding of diversity and inclusion. Some use more intersectional and multi-dimensional approaches, others focus on inclusive education for dimension-specific diversity. Countries also differ in the way inclusive education is defined and incorporated into legislative and policy frameworks (UNESCO, 2020^[25]).</p> <ul style="list-style-type: none"> Differences may hinder cross-country comparison and sharing of good practices. 	<ul style="list-style-type: none"> Historically, countries conceptualised inclusive education mainly targeting students with special education needs. Gradually, the concept of inclusive education has broadened to include more diverse student groups, often through an intersectional lens. Countries still differ in the way inclusive education is defined and incorporated into legislative and policy frameworks (UNESCO, 2020^[25]).

Challenge	Main issues	Evidence from the OECD
	<ul style="list-style-type: none"> Within countries, a lack of comprehensive legislative and policy frameworks on inclusive education for all may hamper the development and implementation of inclusive education. 	
Low attraction and retention of high-quality and diverse teachers	<p>Across countries, there are challenges brought about by widespread teacher shortages, high turnover and attrition as well as low attractiveness of the teaching profession. These are further amplified by low attraction and retention of diversity in the teaching force (OECD, 2020^[23]).</p> <p>In settings with high concentrations of students from more disadvantaged socio-economic backgrounds, novice teachers appear to be over-employed compared to more experienced teachers (OECD, 2019^[44]). Teachers from minority backgrounds seem to be disproportionately found in disadvantaged school settings (Hansen and Quintero, 2018^[45]).</p>	<p>The teaching workforce remains rather imbalanced from the perspectives of gender, age, diverse abilities, ethnicity and other social identity groups.</p> <p>Some evidence from TALIS 2018 (lower secondary teachers):</p> <ul style="list-style-type: none"> Women represent on average 68% of total teachers. Teachers are on average 44 years old, Italy, Portugal and Hungary have more than 45% of their teaching force aged 50 or over. Teachers under 30 years old make up 12% of the teaching force in primary education, 10% in lower secondary education and 8% in upper-secondary education. <p>Students in more disadvantaged school settings often lack high-quality teachers:</p> <ul style="list-style-type: none"> Across 32 OECD countries, students in more socio-economically disadvantaged schools and classrooms are less likely to have high-quality teachers – with large variation within and among schools across countries (Qin and Bowen, 2019^[42]).
Insufficient teacher preparation and training for inclusive teaching	<p>Across countries, there are challenges encountered by teachers lacking support and training in areas related to diversity and inclusion (OECD, 2020^[23]). From here, there is an urgency to better prepare teachers for inclusive teaching along the teacher development continuum, with a particular need to support novice teachers (OECD, 2019^[44]).</p> <p>Novice teachers from minority backgrounds seem to be disproportionately situated in disadvantaged school settings. They are also less likely to receive adequate professional support and mentoring which, especially during teachers' early careers, can considerably affect teacher well-being, effectiveness and retention in the profession (OECD, 2019^[44]).</p>	<p>Novice teachers (TALIS 2018):</p> <ul style="list-style-type: none"> Over-employed in schools with high concentrations of students from lower socio-economic backgrounds. Only 22% have a mentor and 34% have never participated in induction activities. <p>Teacher training (TALIS 2018):</p> <ul style="list-style-type: none"> 22% of teachers report the need for training on SEN. 32% of principals report the shortage of teachers able to teach students with SEN. 33% of teachers do not feel sufficiently equipped to meet the challenges of teaching in multicultural settings. Only 62% of teachers work in settings with activities/organisations promoting the expression of diverse ethnic identities. <p>Teacher training (PISA 2018):</p> <ul style="list-style-type: none"> 54% of students in schools with teachers with a need for training on teaching in multicultural/multilingual settings. 45% on second-language teaching. 46% on intercultural communication and 42% in equity and diversity.

Challenge	Main issues	Evidence from the OECD
Teacher well-being is not always prioritised	<p>Education systems lack comprehensive mechanisms to promote a holistic approach to teacher well-being. When not adequately supported, the teaching profession can be highly stressful and demanding, which could accentuate high rates of teacher turnover and shortages.</p> <ul style="list-style-type: none"> Teacher emotional exhaustion and efficacy can also affect student discipline, behaviour and learning (McLean and McDonald Connor, 2015^[58]). The organisation culture, e.g. social isolation, can also affect teacher well-being, in particular the well-being of teachers from diverse backgrounds (Bristol, 2020^[59]). 	<p>TALIS 2018:</p> <ul style="list-style-type: none"> High stress levels experienced by teachers can be associated with their perceived job satisfaction and intention to stay in the profession. Teachers with high stress levels are twice as likely as other teachers with lower stress levels to report they will quit teaching within five years.
Lack of solid and inclusive teacher evaluation for inclusive teaching	<p>Many education systems lack solid M&E systems to assess teacher preparation and performance with respect to diversity and inclusion.</p> <ul style="list-style-type: none"> Indicators of diversity and inclusion can be more challenging to develop compared to more easily objectively quantifiable ones (e.g. access to education as equity indicator). <p>Diverse teacher groups seem to score disproportionately lower in teacher evaluations (2016^[62]).</p> <ul style="list-style-type: none"> Evaluators' identity bias can affect the way teacher behaviour is translated into ratings and the reliability and accuracy of the evaluations (Milanowski, 2017^[61]). Biased teacher evaluations can have direct and indirect effects on teacher career and retention (Mengel, Sauermann and Zölitz, 2017^[64]). When teacher performance ratings are mainly based on student performance and used for high-stakes decisions (e.g. tenure, seniority, pay), there can be implications for teachers working in more disadvantaged schools, in particular for diverse novice teachers who are often over-represented in such settings (Johnson, 2015^[66]). 	<p>TALIS 2018:</p> <ul style="list-style-type: none"> 55% of teachers reporting to receive feedback consider that it led to positive change in their competences. 50% reported that it led to changes in their use of student assessments to promote student learning. However, only 15% of teachers report providing feedback based on observation of other teachers more than four times a year.

Sources: Bailey et al. (2016^[62]), Teacher demographics and evaluation: A descriptive study in a large urban district, https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2017189.pdf (accessed on 1 October 2020); Bristol (2020^[59]), Black men teaching: toward a theory of social isolation in organizations, <https://doi.org/10.1080/13613324.2019.1663960>; Bristol and Goings (2019^[50]), Exploring the Boundary Heightening Experiences of Black Male Teachers: Lessons for Teacher Education, <https://doi.org/10.1177/0022487118789367>; Donlevy, Meierkord and Rajania (2016^[38]), Study on the diversity within the teaching profession with particular focus on migrant and/or minority background, <http://dx.doi.org/10.2766/873440>; Eddy et al. (2020^[57]), Does Teacher Emotional Exhaustion and Efficacy Predict Student Discipline Sanctions?, <https://doi.org/10.1080/2372966X.2020.1733340>; Hansen and Quintero (2018^[45]), Teachers in the US are even more segregated than students, <https://www.brookings.edu/blog/brown-center-chalkboard/2018/08/15/teachers-in-the-us-are-even-more-segregated-than-students/> (accessed on 15 April 2021); Johnson (2015^[66]), Will VAMS Reinforce the Walls of the Egg-Crate School? Educational Researcher, <https://doi.org/10.3102/0013189X15573351>; Keitzer and Sweet-Cushman (2021^[63]), Evaluating Student Evaluations of Teaching: a Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform, <https://doi.org/10.1007/s10805-021-09400-w>; Mengel, Sauermann and Zölitz (2017^[64]), Gender Bias in Teaching Evaluations, <http://ftp.iza.org/dp11000.pdf> (accessed on 23 October 2020); Milanowski (2017^[61]), Lower Performance Evaluation Practice Ratings for Teachers of Disadvantaged Students: Bias or Reflection of Reality?, <https://doi.org/10.1177/2332858416685550>; Newton et al. (2010^[65]), Value-added modeling of teacher effectiveness: an exploration of stability across models and contexts, <https://doi.org/10.14507/epaa.v18n23.2010>; OECD (2020^[23]), TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals, <https://dx.doi.org/10.1787/19cf08df-en>; OECD (2020^[51]), PISA 2018 Results (Volume VI): Are Students Ready to Thrive in an Interconnected World?, <https://doi.org/10.1787/d5f68679-en>; OECD (2019^[24]), TALIS 2018 Results (Volume I): Teachers and School

Leaders as Lifelong Learners, <https://dx.doi.org/10.1787/1d0bc92a-en>; Qin and Bowen (2019^[42]), The distributions of teacher qualification: A cross-national study, <https://doi.org/10.1016/j.ijedudev.2019.102084>; UNESCO (2020^[25]), Global Education Monitoring Report 2020: Inclusion and education: all means all, Easy to read version, key messages, recommendations, <https://unesdoc.unesco.org/ark:/48223/pf0000373718> (accessed on 5 November 2020); US Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service (2016^[36]), The State of Racial Diversity in the Educator Workforce, <http://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf> (accessed on 24 September 2020).

2. An overview of policies and practices

In the past few decades, national and international education agendas have increasingly focused on promoting diversity and inclusion for all students (UNESCO, 2020^[67]). In line with the analytical framework developed by the OECD *Strength through Diversity: Education for Inclusive Societies* project, this section maps country policies and practices with respect to key policy areas for building teacher capacity for diversity and inclusion.

Overall, policies and practices relate to attracting and retaining more diverse teachers in the profession and preparing them along the teacher development continuum, from initial teacher education to professional learning, with a focus on providing support to novice teachers in their first years of teaching. Enhancing teacher well-being and evaluating teacher preparation and performance with respect to inclusive teaching are also key policy areas to promote holistic approaches to diversity and inclusion in the teaching workforce. Despite increasing efforts to promote diverse and inclusive teaching environments, many education systems still need to operationalise practices into comprehensive and systematised policies.

2.1. Attracting and retaining diverse and high-quality teachers for inclusive teaching

Across OECD countries, the teaching workforce has traditionally lacked diversity and heterogeneity (see Section 1.3.2). To mitigate this, attracting and retaining more diverse teachers is a key policy area to develop. It is also a precondition for high-quality and equitable education systems (Schleicher, 2020^[15]). Overall, countries have various approaches in place to attract and retain more diverse teachers. However, the under-representation of various groups, high turnover and low attractiveness of the teaching profession remain widespread issues across countries.

2.1.1. Attracting diverse and high-quality teachers

Attracting a more diverse teaching workforce is an important prerequisite for promoting diversity and inclusion among teachers and overcoming the widespread under-representation of diverse groups (see Section 1.3.2). Improving the attractiveness of the teaching profession is key to retain high-quality teachers, enhance the status of the profession and its competitive position in the job market (Schleicher, 2012^[68]). Targeted strategies to attract student teachers from diverse social groups and minority backgrounds are also crucial to diversify the teaching body. A variety of approaches exist and, depending on the specific needs of education systems, they can be co-implemented to attract more diverse prospective teachers (see

Table 2.1).

Inclusive admissions

Inclusive admission strategies in teacher education institutions can help attract students from minority backgrounds in the teaching degree (Van Driel, Darmody and Kerzil, 2016_[69]). For example, in Minneapolis, United States, to attract more African American candidates into initial teacher education, Minneapolis Public Schools have actively engaged in prioritising and following up with African American applicants, building relationships and offering support (Bireda and Chait, 2011_[70]). Similarly, in the United Kingdom, the South East Black and Minority Ethnic Project and Minority Ethnic Recruitment and Retention Project are two of many local initiatives aimed at attracting more students with immigrant backgrounds into teaching (Donlevy, Meierkord and Rajania, 2016_[38]). The South East Black and Minority Ethnic Project is a local-level initiative developed in partnership between the Institute of Education, Reading and other 15 institutions that carries out different activities to attract and retain more diverse teachers in initial teacher education. These include providing testimonies of inspirational teachers from diverse backgrounds, exploring the disproportionately higher rejection rates of teacher candidates in initial teacher education, as well as carrying out focus groups and surveys. The Minority Ethnic Recruitment and Retention Project is a similar programme implemented at the University of Exeter Graduate School of Education to promote equality of opportunity for teacher candidates from diverse ethnic groups enrolled in initial teacher education (Ibid.).

To complement inclusive admission strategies and attract prospective teachers belonging to groups that may otherwise not consider pursuing a career in the profession, awareness-raising campaigns can be useful. Across European countries, such as Austria, Belgium, Germany and Denmark, there are awareness-raising campaigns to attract students from diverse backgrounds (e.g. immigrant backgrounds) into teaching (European Commission, 2017_[71]). For instance, in Germany, the “Campus for pupils – more migrants are becoming teachers” (*Schülercampus - mehr Migranten werden Lehrer*) is a nationwide programme implemented in partnership with local universities to provide targeted counselling for upper-secondary students from an immigrant background interested in pursuing a teaching career. The programme consists of a diverse range of activities aimed at exploring the opportunities and requirements to pursue the teaching profession and create local support networks for prospective teacher candidates. Among others, the programme offers exchanges with teacher candidates from an immigrant backgrounds, individual and group activities, seminars, direct school experience and informative sessions (Donlevy, Meierkord and Rajania, 2016_[38]).

Teacher residencies

Creating supportive environments for students from minority backgrounds while they are in teacher education institutions is key to mitigating the risks of high dropout rates from the teaching degree. Teacher residencies can be a strategy to do so as they consolidate horizontal and vertical networks of support, accompanying prospective teachers from teacher education institutions to the teaching profession (Bireda and Chait, 2011_[70]).

At university, student cohorts are grouped into classes and campus sites; once they become teachers, they are provided with regular mentoring and support. For example, evidence from the teacher residency model implemented in Boston, Massachusetts, United States, shows that residents of the Boston Teacher Residency are significantly more likely to continue teaching compared to other novice teachers. They also appear to be high-quality teachers: in 2014-2015, Boston Teacher Residency graduates were twice more likely to be rated “Exemplary” teachers than other teachers in the state (Bireda and Chait, 2011_[70]).

Financial incentives

As the low monetary attractiveness of the teaching profession can deter many, especially from minority backgrounds, from pursuing a teaching profession (Fiddiman et al., 2019^[72]), financial incentives can be tools to attract those who otherwise may not choose the teaching profession. For example, in the United States, where Black students are more likely to take out student loans to pay for their education, student debt represents a main deterrent to pursuing teaching (Ibid.). Indeed, prospective Black teachers would enter the profession with a higher pay penalty than others, with the pay penalty for teachers in general already a significant issue⁵ (Allegretto and Mishel, 2019^[73]; OECD, 2019^[24]).

Evidence shows that, even when offered to all teachers in an ethnicity-blind manner, some financial incentives can effectively promote diversity in the teaching body. In particular, relocation assistance, loan forgiveness, rewarding excellence in teaching and teaching in less desirable locations can be effective strategies to diversify the teaching force (Bireda and Chait, 2011^[70]). Across European countries, such as France and Germany, scholarship programmes serve as financial incentives to attract prospective teacher students from minority, immigrant or lower socio-economic backgrounds (European Commission, 2017^[71]).

Beyond financial incentives

Financial incentives alone cannot increase the number of prospective teachers (Han, Borgonovi and Guerriero, 2017^[74]) as working conditions are also highly valued factors by teachers. Therefore, strategies to attract more diverse individuals in the profession should go beyond salary incentives (Hanushek, E. et al., 2005^[75]) and converge around questions of how to improve teachers' professional days, such as focusing on allocated preparation time, instructional time and meetings with other teachers (Cerna et al., 2019^[76]). In several European countries, such as Greece, Estonia and Hungary, there are specific initial teacher education (ITE) programmes for prospective teachers belonging to national minority groups (European Commission, 2017^[71]). In countries such as Denmark and Finland, ITE institutions also offer language and specific support for prospective teacher students from diverse backgrounds (Ibid.).

When considering the lack of diversity in the teaching workforce, it is also important to reflect on the extent to which this lack could be a direct consequence of overly rigid recruitment and admission practices that assess teacher candidates not by what they know and can do but by the educational programmes they went through. For example, in countries with teacher licensure exams such as the United States, evidence shows that teachers from minority backgrounds tend to score lower (Carver-Thomas, 2018^[78]). Using multiple measures to assess the competency and preparation of teacher candidates can contribute to promote the recruitment of a more diverse workforce. Also, putting in place alternative certification pathways can introduce less rigid and quicker pathways into the profession than traditional initial teacher education programmes. These alternative programmes can attract more diverse teacher candidates than initial teacher education (Rafa and Roberts, 2020^[78]). For example, Teach for All is a global network of organisations aiming at recruiting talented individuals who may have not pursued the teaching profession and

⁵ Pay penalty for teachers refers to the fact that, when entering the profession, teachers can face considerable amount of student debt to be paid but, compared to other professions requiring similar levels of education, teachers may find it harder to repay the debt because of considerably lower salaries (Allegretto and Mishel, 2019^[73]). Evidence shows that the lower the level of statutory teacher salaries in a country, or the lower teacher salaries are compared to those of other professions requiring similar levels of education, the more teachers recognise their salaries among high priority issues (OECD, 2019^[24]).

training them to teach in disadvantaged school settings in their country for a period of two years (Teach for All, 2021^[80]).

To attract teachers with an immigrant background, providing re-qualification and certification programmes is an important strategy. In Austria, the “Basics of Educational Studies for Displaced Teachers” project offers a certificate programme to facilitate the inclusion of teachers with refugee backgrounds in the profession. Also, by re-qualifying teachers with refugee backgrounds as mediators, the project aims to counter bias and racism while preventing radicalisation (Forghani-Arani, Cerna and Bannon, 2019^[33]).

Table 2.1. Strategies to attract diverse and high-quality teachers

Strategy	Rationale	Policies and practices
Inclusive admissions	<p>Inclusive recruitment strategies include:</p> <ul style="list-style-type: none"> • Prioritising and following up with applicants from minority backgrounds, building relationships and offering support; • Attracting students belonging to groups that may otherwise not consider pursuing a career in the profession through e.g. awareness-raising campaigns. 	<ul style="list-style-type: none"> • In the United States, Minneapolis Public Schools have prioritised and followed up with African American applicants by building support and relationships (Bireda and Chait, 2011^[70]). • In the United Kingdom, the South East Black and Minority Ethnic Project and the Minority Ethnic Recruitment and Retention Project are two of the various local initiatives to attract more prospective teachers with immigrant backgrounds (Donlevy, Meierkord and Rajania, 2016^[38]). • Several countries, e.g. Austria, Belgium, Denmark and Germany, implement awareness-raising campaigns to attract teacher students from diverse backgrounds (European Commission, 2017^[71]). • In Germany, the “Campus for pupils – more migrants are becoming teachers” (<i>Schülercampus - mehr Migranten werden Lehrer</i>) is a nationwide programme implemented in partnership with local universities to provide targeted counselling for upper-secondary students from an immigrant background interested in pursuing a teaching career (Donlevy, Meierkord and Rajania, 2016^[38]).
Teacher residencies	<p>Teacher residencies consolidate horizontal and vertical networks of support accompanying prospective teachers from teacher education institutions to the teaching profession (Bireda and Chait, 2011^[70]).</p>	<p>In the United States, the Boston Teacher Residency (Bireda and Chait, 2011^[70]):</p> <ul style="list-style-type: none"> • At university, student cohorts are grouped into classes and campus sites. • Once they become teachers, they are provided with regular mentoring and support. • Boston Teacher Residents are significantly more likely to continue teaching compared to other novice teachers. • They are twice as likely to be rated as exemplary teachers.
Financial incentives	<p>Financial incentives can be effective as:</p> <ul style="list-style-type: none"> • Low monetary attractiveness of the teaching profession can deter many, especially from minority backgrounds, from pursuing teaching (Fiddiman et al., 2019^[72]). • Student debt and the teacher pay penalty, especially for prospective teachers from minority backgrounds, can be main deterrents (Allegretto and Mishel, 2019^[73]; OECD, 2019^[24]). 	<p>Some financial incentives can effectively promote diversity in the teaching body.</p> <ul style="list-style-type: none"> • Relocation assistance, loan forgiveness, rewarding excellence in teaching and teaching in less desirable locations can be effective strategies, even when offered in an ethnicity-blind manner (Bireda and Chait, 2011^[70]). • Across many European countries, e.g. France and Germany, scholarship programmes attract prospective students from minority, immigrant or lower socio-economic backgrounds (European Commission, 2017^[71]).

Non-financial incentives	<p>Salary incentives alone cannot increase the number of prospective teachers as working conditions are also highly valued factors by teachers (Han, Borgonovi and Guerriero, 2017^[74]).</p> <ul style="list-style-type: none"> Strategies should also converge around questions of how to improve teachers' professional days, e.g. focusing on allocated preparation time, instructional time and meetings with other teachers (Cerna et al., 2019^[76]). Using multiple measures to assess the competency and preparation of teacher candidates can contribute to promote the recruitment of a more diverse workforce. Also, putting in place alternative certification pathways can introduce less rigid and quicker pathways into the profession than traditional initial teacher education programmes. These alternative programmes can attract more diverse teacher candidates than initial teacher education (Rafa and Roberts, 2020^[78]). 	<ul style="list-style-type: none"> In some European countries, e.g. Greece, Estonia and Hungary, there are specific ITE programmes for prospective teachers belonging to national minority groups (European Commission, 2017^[71]). In countries such as Denmark and Finland, ITE programmes also offer language and specific support for students from diverse backgrounds (European Commission, 2017^[71]). Re-qualification and certification programmes can help attract teachers from refugee backgrounds, e.g. the "Basics of Educational Studies for Displaced Teachers" programme in Austria (Forghani-Arani, Cerna and Bannon, 2019^[33]). Teach for All is a global network of organisations aiming at recruiting talented individuals who may have not pursued the teaching profession and training them to teach in disadvantaged school settings in their country for a period of two years (Teach for All, 2021^[80]).
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Sources: Allegretto and Mishel (2019^[73]), *The teacher weekly wage penalty hit 21.4 percent in 2018, a record high*, <https://epi.org/165729> (accessed on 25 September 2020); Bireda and Chait (2011^[70]), *Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce*, <https://files.eric.ed.gov/fulltext/ED535654.pdf> (accessed on 25 September 2020); Cerna et al. (2019^[76]), *Strength through Diversity's Spotlight Report for Sweden*, <https://dx.doi.org/10.1787/059ce467-en>; Donlevy, Meierkord and Rajania (2016^[38]), *Study on the diversity within the teaching profession with particular focus on migrant and/or minority background*, <http://dx.doi.org/10.2766/873440>; European Commission (2017^[71]), *Preparing Teachers for Diversity: the Role of Initial Teacher Education*, <http://dx.doi.org/10.2766/637002>; Fiddiman et al. (2019^[72]), *Student Debt: An Overlooked Barrier to Increasing Teacher Diversity*, https://cdn.americanprogress.org/content/uploads/2019/07/08074432/Teachers-of-Color-Debt-Burden--1.pdf?_ga=2.267540557.2113294978.1601031294-414200363.1601031294 (accessed on 25 September 2020); Forghani-Arani, Cerna and Bannon (2019^[33]), *The lives of teachers in diverse classrooms*, <https://dx.doi.org/10.1787/8c26fee5-en>; Gist, Bianco and Lynn (2018^[77]), *Examining Grow Your Own Programs Across the Teacher Development Continuum: Mining Research on Teachers of Color and Nontraditional Educator Pipelines*, <https://doi.org/10.1177/0022487118787504>; OECD (2019^[24]), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, <https://dx.doi.org/10.1787/1d0bc92a-en>; Rafa and Roberts (2020^[79]), *Building a Diverse Teacher Workforce*, https://www.ecs.org/wp-content/uploads/Building_a_Diverse_Teacher_Workforce.pdf (accessed on 8 October 2021); Teach for All (2021^[80]), <https://teachforall.org/> (accessed on 8 October 2021).

2.1.2. Retaining diverse and high-quality teachers

Retaining teachers in the profession remains a main challenge across OECD countries as many experience high turnover and attrition (see Section 1.3.2). These urgent challenges can be mitigated through the development of holistic approaches aimed at improving teachers' working conditions, reputational standards, and overall well-being.

To overcome retention challenges shared by many countries, improving teachers' working conditions plays a crucial role (OECD, 2005^[78]). Especially for teachers working in more disadvantaged schools, higher salaries alone cannot solve high dropout rates and turnover. They should be included in more holistic approaches that support teachers both in their professional and personal lives (Schleicher, 2020^[15]). Teacher well-being, potential and attrition is a product of teachers' direct working environments and individual abilities to cope with challenge. Hence, support mechanisms such as mentoring and peer collaboration as well as coping mechanisms, such as self-efficacy and resilience, are key to help teachers cope with stressful situations and remain in the profession. The importance of developing comprehensive approaches to teacher well-being is covered in Section 2.4 together with some practices and initiatives in place across OECD education systems.

As multiple factors contribute to retaining teachers in the profession, diverse policy areas can be key to promoting higher retention for teachers. To mitigate high attrition, it is crucial that novice teachers receive adequate support and mentoring during their first years of teaching (see Section 2.3.1). Furthermore, ensuring that teachers from minority backgrounds are sustained throughout their careers is key to promote heterogeneity in the teaching body (see Section 2.4). Creating collaborative approaches where teachers from diverse backgrounds are actively involved can contribute to retaining them in the profession. In particular, evidence from the United States shows that schools can successfully include Black teachers in the hiring process through collaborative approaches, with Black teachers co-developing hiring strategies and participating in hiring committees (Carver-Thomas, 2018^[79]). In general, including diverse teachers in the process as decision makers instead of an objective outcome is important in moving from integration to inclusion within the teaching profession.

2.1.3. Assigning high-quality teachers to disadvantaged schools

Schools in more disadvantaged settings face greater challenges in promoting student well-being and learning. They often lack high-performing internal capacity to address student needs and support their learning, which can be further hindered by weaker family and community networks of support (OECD, 2012^[80]). While matching high-quality teachers to disadvantaged school settings is key to promote equitable and inclusive learning environments for all students, the presence of high-quality and supportive school leaders and managers in disadvantaged settings is also crucial (see Section 2.3.3).

As novice teachers appear more likely to be over-employed in more disadvantaged schools compared to more experienced teachers (see Section 1.3.3), the issue of effectively matching human resources with school needs is even more important. Across countries, diverse mechanisms are in place to match high-performing teachers with the schools having the highest needs for high-quality professionals (see Table 2.2)

Assigning experienced teachers to more disadvantaged settings

Some strategies aim at encouraging more experienced teachers to work in more disadvantaged school settings while assigning novice teachers to less disadvantaged ones, as a way to smooth their transition and mitigate high attrition (OECD, 2019^[44]). This can be achieved through diverse financial and non-financial approaches. Countries that have centralised mechanisms of teacher allocation and compensation can create a fixed-term assignment for novice teachers that only assigns them to less disadvantaged school settings. In more decentralised systems, increasing school budgets and school autonomy could help attract and retain high-performing teachers (OECD, 2018^[81]).

Salary incentives are commonly adopted to attract more experienced teachers into disadvantaged school environments. For instance, in Spain, a credit system allows teachers working in more disadvantaged and diverse school settings in particular regions to obtain extra credits. These credits can be used to gain promotions, choose to move to another school and obtain a salary increase after six years. Turkey implements a similar framework (OECD, 2017^[82]). Many countries have applied this yielding to mixed results (Ibid.), which might be explained by the fact that, in order to be effective, such salary incentives need to be significant (OECD, 2019^[24]).

A mix of incentives and rotation schemes

In Japan, there are incentives and schemes in place to support the transfer of high-quality teachers to schools with less effective ones as a way of promoting equitable access to high-

quality teaching for all students. There are mandatory rotation mechanisms that require teachers to relocate to different schools periodically as a way of enabling all schools to have access to high-quality teachers and teachers with diverse levels of experience, with rules for such mechanisms decided by local education authorities (Schleicher, 2020^[15]).

Similarly, in Korea, teachers are expected to change school every five years. To attract teachers to more disadvantaged school settings, a set of financial and non-financial incentives are offered, such as higher salaries, smaller classrooms, awarding credits and promotions, and allowing teachers to choose the next school to work in (OECD, 2018^[81]).

Identifying and preparing high-quality prospective teachers for more disadvantaged settings

Where it is unavoidable to employ novice teachers in more disadvantaged school environments, supporting them through induction and mentoring programmes are increasingly widespread strategies (see Section 2.3.1). Other mechanisms include identifying high-performing prospective teachers and training them specifically to teach in more disadvantaged and diverse settings.

In Australia, the High-Achieving Teachers programme, which began in 2020, provides alternative employment-based pathways into teaching for high-achieving individuals committed to pursuing a teaching career. Over three years, the programme will recruit 440 high-achieving university graduates with the knowledge, skills and experience that schools need. Participants are placed in teaching positions in Australian secondary schools with shortages of teachers. Students at disadvantaged schools will benefit when high-achieving university graduates, including those with a science, technology, engineering, and/or mathematics (STEM) degree and those from a regional background, are recruited to teach at their school (Australian Government Department of Education, Skills and Employment, 2021^[83]).

Table 2.2. Strategies to match high-quality teachers to disadvantaged schools

Strategy	Rationale	Policies and practices
Assigning more experienced teachers to disadvantaged settings, novice teachers to less disadvantaged ones	Across countries, novice teachers are over-employed in more disadvantaged school environments while also being less equipped to meet the challenges there (see Section 1.3.3). Assigning novice teachers to less disadvantaged environments aims to smooth their transition and mitigate high attrition (OECD, 2019 ^[44]). This can be achieved through diverse financial and non-financial approaches.	Centralised/decentralised systems (OECD, 2018 ^[81]): <ul style="list-style-type: none"> • Countries with centralised mechanisms of teacher allocation and compensation can create a fixed-term assignment for novice teachers that only assigns them to less challenging settings. • In more decentralised systems, increasing school budgets and autonomy could help attract and retain high-performing teachers. Salary incentives: <ul style="list-style-type: none"> • In Spain, a regional credit system allows teachers in disadvantaged and diverse school settings to obtain extra credits to use for career development (OECD, 2017^[82]). • Turkey implements a similar framework (OECD, 2017^[82]). • To be effective, these salary incentives may need to be significant (OECD, 2019^[24]).
Incentives and rotation schemes	Incentives and rotation schemes can support the transfer of high-quality teachers to schools with less effective teachers and promote access to high-quality teaching for all students.	<ul style="list-style-type: none"> • In Japan, there are mandatory rotation mechanisms requiring teachers to relocate to different schools periodically. Rules for such mechanisms are decided by local education authorities (Schleicher, 2020^[15]). • In Korea, teachers are expected to change school every five years. To attract teachers into more disadvantaged school settings, there is a set of financial and non-financial incentives, e.g. higher salaries, smaller classrooms, awarding credits and promotions, and allowing teachers to choose the next school to work (OECD, 2018^[81]).
Identifying and preparing high-quality prospective teachers for disadvantaged school settings	In initial teacher education high-performing prospective teachers are identified and trained specifically to teach in disadvantaged and diverse settings.	<ul style="list-style-type: none"> • In Australia, the High-Achieving Teachers programme provides alternative employment-based pathways into teaching for high-achieving individuals committed to pursuing a teaching career. Participants are placed in teaching positions in Australian secondary schools with shortages of teachers. Students at disadvantaged schools will benefit when high-achieving university graduates, including those with a STEM degree and those from a regional background, are recruited to teach at their school (Australian Government Department of Education, Skills and Employment, 2021^[83]).

Sources: Australian Government Department of Education, Skills and Employment (2021^[83]), Teaching and School Leadership – Alternative Pathways, <https://www.dese.gov.au/teaching-and-school-leadership/alternativepathways#:~:text=High%20Achieving%20Teachers%20Program.The%20Australian%20Government&text=Each%20pathway%20proactively%20recruits%20and,schools%20experiencing%20teacher%20workforce%20short> (accessed on 13 April 2021); OECD (2019^[44]), Supporting and guiding novice teachers: Evidence from TALIS 2018 <https://dx.doi.org/10.1787/fe6c9c0c-en>; OECD (2018^[81]), Effective Teacher Policies: Insights from PISA, <https://dx.doi.org/10.1787/9789264301603-en>, OECD (2017^[82]), Teachers in Diverse Societies: Proceedings of the Second Policy Forum, <http://www.oecd.org/education/school/Forum-Proceedings-final.pdf> (accessed on 24 September 2020); OECD Schleicher (2020^[15]), Insights and Interpretations TALIS 2018 Teaching and Learning International Survey, http://www.oecd.org/education/talis/TALIS2018_insights_and_interpretations.pdf (accessed on 24 September 2020).

2.2. Preparing prospective teachers for inclusive teaching

Along the continuum of teacher development from initial teacher education to professional learning, preparing teachers for inclusive teaching is key to develop inclusive classroom environments. In particular, initial teacher education is crucial to prepare prospective

teachers for classroom diversity through activities that allow them to expand their frames of reference (OECD, 2010^[17]). Once in the classroom, teacher development should be acknowledged as a lifelong learning process. Continuous professional learning is needed to account for rapid changes in student and school needs – as a reflection of rapidly changing and increasingly diverse societies – by updating skills, knowledge and teaching strategies (OECD, 2011^[14]).

Initial teacher education plays a core role in preparing teachers as it sets the foundations for continuous professional learning. The objectives and competences envisioned for initial teacher education, the content covered, and the types of training and qualifications offered by ITE providers can influence the way ITE prepares teachers for the intersectional classroom. However, ITE alone cannot fully prepare teachers for their profession. Particular skills and strategies can be better learnt in the classroom while teaching. Additionally, the rapid changes in student demographics require continuous professional learning to expand skills and knowledge (OECD, 2014^[18]).

2.2.1. Diversity and inclusion as ITE objectives

Education systems can prepare teachers for inclusive teaching by identifying diversity and inclusion among the main policy objectives of initial teacher education. In general, education systems identify diversity and inclusion among ITE objectives more or less explicitly (European Commission, 2017^[71]). Often, diversity and inclusion can be recognised within more specific areas, such as cultural diversity, inclusive education for students with special education needs and students from immigrant backgrounds.

Countries such as Norway and Ireland recognise diversity as an explicit goal for ITE. In Norway, the Education Act for Primary and Secondary Education and Training includes diversity as one of the main objectives for initial teacher education. The National Framework Curriculum for Teacher Education promotes the values of “intellectual freedom, charity, forgiveness, equality and solidarity” and “insight into cultural diversity” (European Commission, 2017^[71]). In Ireland, in the Initial Teacher Education: Criteria and Guidelines for Programme Providers, the Teaching Council identifies diversity and inclusion, citizenship, personal, social and health education among ITE objectives (The Teaching Council, 2017^[84]).

Other countries have more indirect ITE objectives for diversity addressed through related goals, such as France’s objective of “moral and civic education”, aimed at promoting democratic values, openness towards others and respect for diversity. In the Netherlands, where great autonomy is given to education institutions and teachers, the education system nevertheless shares general targets of promoting prospective teachers’ understanding, respect and critical thinking (European Commission, 2017^[71]).

2.2.2. Diversity and inclusion as ITE competences

To guide initial teacher education, developing a clear and comprehensive profile of the knowledge, skills and competences that prospective teachers should acquire can serve as an important framework (OECD, 2005^[78]). In the set of competences envisaged for prospective teachers to be developed through ITE, many countries acknowledge diversity and inclusion more or less explicitly. Student teachers can achieve these competences by developing various elements, such as communication and socio-emotional learning, and strategies to design and implement inclusive pedagogies and curricula.

Competence frameworks for ITE are often included in national or sub-national documents or standards for teacher education that set guidelines and targets to guide teacher education institutions and ITE providers. Countries that explicitly recognise diversity and inclusion

among ITE objectives often operationalise this goal through the development of competence frameworks with respect to diversity and inclusion (European Commission, 2017^[71]).

Some education systems recognise ITE competences for diversity and inclusion to be developed through intersectional and multi-dimensional approaches. Others conceive more dimension-specific approaches to promoting teaching competences for diversity and inclusion. This directly reflects how countries understand and recognise inclusive education and diversity more broadly (see Section 1.3.1). Sweden and Portugal are among those countries promoting an intersectional competence for diversity and inclusion, aimed at addressing the individuality and heterogeneity of student needs (European Commission, 2017^[71]). In British Columbia (BC), Canada, the Professional Standards for BC Educators have been recently updated to further promote competences for diversity and inclusion. These include competences for truth, reconciliation and healing, and intercultural inclusion for students from First Nations, Inuit and Métis groups (British Columbia Teachers' Council, 2019^[85]). Similarly, in Australia, to obtain an initial teacher education qualification, prospective teachers need to meet the Australian Professional Standards for Teachers, which show, among others, that prospective teachers have solid knowledge and understanding of diversity and inclusion in the classroom and that are adequately prepared to address diverse student needs and learning styles through differentiated instruction (Australian Institute for Teaching and School Leadership, n.d.^[86]). In New Zealand, there is a growing focus on designing ITE programmes that promote prospective teachers' "cultural competence, an attitude of respect, and inclusive practice" (Education Council of Aotearoa New Zealand, 2019^[87]).

Countries such as Finland refer to more dimension-specific competences for diversity and inclusion, often related through the development of intercultural competences (European Commission, 2017^[71]). Other education systems conceive diversity and inclusion-related competences for ITE less directly and explicitly. For example, in Estonia and Latvia, competence frameworks for ITE include competences linked to developing cooperative learning environments based on student needs and abilities, along with operationalising values of tolerance and human rights (Ibid.).

Specific competences and skills may be particularly relevant for teaching to a diversity of students. These include differentiated instruction (see Section 1.1.3), particularly important to support the learning and well-being of gifted students, and other specific competences to respond adequately to the needs and learning styles of students with SEN. To support the academic and socio-emotional achievements of gifted students, differentiation is key. It allows understanding and responding to different learning needs and styles among students while mitigating the risk of developing interpersonal challenges (Beljan et al., 2006^[88]). To promote the learning of neuro-atypical students, it is important that teachers are adequately prepared to incorporate behavioural interventions and practices (Mezzanotte, 2020^[89]). These include equipping teachers to implement positive reinforcement of appropriate behaviour (for instance, providing positive feedback and encouragement more frequently than negative feedback), generalised behavioural intervention techniques (for example, allowing for acceptable opportunities for movement) and behavioural prompts (such as visual cues in the classroom or on the desk, Mezzanotte (2020^[89])).

2.2.3. Diversity and inclusion in ITE curricula

Across OECD countries, higher education institutions and ITE providers are almost always in charge of preparing ITE curricula following national or sub-national reference frameworks. In several countries, such as Australia, Chile and Mexico, they also contribute

to setting a framework for content (OECD, 2014^[18]). In ITE curricula, diversity and inclusion can be promoted through various strategies. These include dedicated courses, horizontally integrated approaches across disciplines, as well as hands-on activities, thereby mixing both theoretical and practical content (European Commission, 2017^[71]).

Teacher education institutions and ITE providers can deliver ad hoc courses on diversity and inclusion, which can be mandatory or elective. In the United States, ITE programmes have increasingly integrated mainstream ITE curricula with courses related to diversity and inclusion, such as multicultural education and urban education, as well as practical, community-based activities in diverse school settings (Yuan, 2017^[90]; Mule, 2010^[91]). In general, across European countries, courses on diversity and inclusion tend to be elective despite some countries making diversity and inclusion-related courses mandatory (European Commission, 2017^[71]).

Hands-on practical experience in ITE is key to preparing prospective teachers for classroom diversity (Lenski et al., 2005^[92]). It allows prospective teachers to become familiar with classroom dynamics, connect pedagogical theories to classroom practices and anticipate the challenges that they might encounter during their first years of teaching (Musset, 2010^[93]). Across OECD countries, there remains a strong need to ensure that ITE programmes sufficiently prepare prospective teachers to address the challenges that can rapidly emerge in the classroom by providing practical knowledge and/or experience (OECD, 2019^[94]).

Box 2.1. Preparing prospective pre-primary teachers for diversity and inclusion through storytelling

The Persona Doll Project is an intervention implemented among prospective teachers in Early Childhood Education and Care (ECEC) enrolled in a social studies methods course in an undergraduate degree at a US public university. The project aimed to promote awareness about diversity and inclusion among prospective teachers and integrate the acquired awareness in curriculum planning and advocacy action.

The sixty-three undergraduate students who enrolled in the course were given a persona doll for the semester, with backgrounds and experiences different to theirs. Each student had to work as an advocate for the child personified by the persona doll. Students had to inform other students, through storytelling, of issues around diversity and inclusion linked to the persona doll's identity, which were often not mirrored in other students' backgrounds and experiences.

Through storytelling, critical reflection and inquiry, the project resulted in higher awareness of students' own assumptions and beliefs. The prospective teachers applied the awareness that they acquired by critically reflecting on how different teaching strategies can promote inclusion or exclusion in the classroom. Students taking part in the project reported greater confidence teaching in diverse settings, which is a goal often included among ITE objectives.

Source: Logue, Bennett-Armistead and Kim (2011^[95]), The Persona Doll Project: Promoting Diversity Awareness Among Preservice Teachers Through Storytelling.

In the United States, the Stanford Teacher Education Program (STEP) is a year-long teacher education programme that prepares prospective primary and secondary school teachers committed to values of social justice, diversity, equity and inclusion. It prepares teachers

through year-long placements in local schools, followed and supported by mentors and personal advisors (Stanford Graduate School of Education, 2020^[96]).

In Australia, the University of Melbourne's Master of Teaching prepares prospective secondary school teachers through an evidence-based teaching framework. This framework aims at supporting student growth based on individual student needs and characteristics. It combines theory with practice together with study-abroad opportunities and fieldwork in schools (The University of Melbourne, 2020^[97]). In particular, the evidence-based teaching framework equips prospective teachers with the necessary tools to monitor and evaluate their impact on student learning, as well as to adapt their teaching to meet diverse student needs. It also provides prospective teachers with strategies and competences to design assessments inclusively, in order to maximise the information that can be obtained to improve student learning (see Section 3.1.3). Additionally, the Master focuses on teaching pedagogies to prospective teachers that can develop inclusive classroom environments for all students (The University of Melbourne, 2020^[98]).

Table 2.3. Preparing prospective teachers for inclusive teaching through initial teacher education

ITE domain	Rationale	Policies and practices
<i>Diversity and inclusion as ITE objectives</i>	<p>Education systems can identify diversity and inclusion among ITE objectives more or less explicitly.</p> <ul style="list-style-type: none"> Diversity and inclusion are often recognised within more specific areas (e.g. cultural diversity, inclusive education for students with SEN and students from an immigrant background). 	<p>Diversity and inclusion as explicit ITE objectives:</p> <ul style="list-style-type: none"> In Norway, the Education Act for Primary and Secondary Education and Training includes diversity as one of the main objectives for initial teacher education (European Commission, 2017^[71]). In Ireland, the Teaching Council identifies diversity and inclusion, citizenship, personal, social and health education among ITE objectives (The Teaching Council, 2017^[84]). <p>Indirect goals for diversity and inclusion:</p> <ul style="list-style-type: none"> France's indirect ITE objectives for diversity and inclusion through the objective of "moral and civic education" to promote republican values, openness towards others and respect for diversity (European Commission, 2017^[71]). In the Netherlands, the education system shares general targets of promoting prospective teachers' understanding, respect and critical thinking (Ibid.).
<i>Diversity and inclusion as ITE competences</i>	<p>Developing a clear and comprehensive profile of the knowledge, skills and competences prospective teachers should acquire can serve as an important framework (OECD, 2005^[78]).</p> <ul style="list-style-type: none"> In these sets of competences, countries acknowledge diversity and inclusion more or less explicitly. Competence frameworks for ITE are often included in national/sub-national documents or standards for teacher education that set guidelines and targets to guide ITE institutions (OECD, 2005^[78]). Countries that explicitly recognise diversity and inclusion among ITE objectives often operationalise this goal through the development of competence frameworks with respect to diversity and inclusion (Ibid.). 	<p>Explicit competences for diversity and inclusion:</p> <ul style="list-style-type: none"> Sweden and Portugal are among the countries promoting an intersectional competence for diversity and inclusion aiming at addressing the individuality and heterogeneity of student needs (European Commission, 2017^[71]). In British Columbia, Canada, the Professional Standards for BC Educators promote competences for diversity and inclusion, including competences for truth, reconciliation and healing and intercultural inclusion for students from First Nations, Inuit and Métis groups (British Columbia Teachers' Council, 2019^[85]). In Australia, the Australian Professional Standards for Teachers require prospective teachers to have solid knowledge and understanding of diversity and inclusion in the classroom and to be adequately prepared to address diverse student needs and learning styles through differentiated instruction (Australian Institute for Teaching and School Leadership, n.d.^[86]). In New Zealand, there is a growing focus on designing ITE programmes that promote prospective teachers' "cultural competence, an attitude of respect, and

ITE domain	Rationale	Policies and practices
		<p>inclusive practice" (Education Council of Aotearoa New Zealand, 2019^[87]).</p> <p>Other competences for diversity and inclusion:</p> <ul style="list-style-type: none"> • Countries such as Finland refer to more dimension-specific competences for diversity and inclusion, often related through the development of intercultural competences (European Commission, 2017^[71]). • In Estonia and Latvia, ITE competence frameworks include competences linked to developing cooperative learning environments based on student needs and abilities along with operationalising values of tolerance and human rights (Ibid.).
Diversity and inclusion in ITE curricula	<p>Across OECD countries, ITE institutions and providers are almost always in charge of preparing ITE curricula following national/sub-national reference frameworks.</p> <ul style="list-style-type: none"> • In ITE curricula, diversity and inclusion can be promoted through various strategies, e.g. dedicated courses, horizontally integrated approaches across disciplines and hands-on activities (European Commission, 2017^[71]). • Across OECD countries, there is a high need to ensure that ITE programmes sufficiently prepare prospective teachers to address the challenges that can rapidly emerge in the classroom by providing practical knowledge or experience (OECD, 2019^[94]). 	<ul style="list-style-type: none"> • Across the United States, mainstream ITE curricula have been increasingly integrated with courses on areas related to diversity and inclusion, e.g. multicultural education, urban education, practical community-based activities in diverse school settings (Yuan, 2017^[90]; Mule, 2010^[91]). • Across European countries, courses on diversity and inclusion tend to be elective despite some countries require diversity and inclusion-related courses as mandatory (European Commission, 2017^[71]).

Sources: Australian Institute for Teaching and School Leadership, (n.d.^[86]), Understand the Teacher Standards, <https://www.aitsl.edu.au/teach/standards/understand-the-teacher-standards> (accessed on 13 April 2021); British Columbia Teachers' Council (2019^[85]), Professional Standards for BC Educators, https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards_faq.pdf (accessed on 6 November 2020); Education Council of Aotearoa New Zealand (2019^[87]), Initial Teacher Education Programme Approval Requirements (Te tutukitanga o ngā paerewa mā te tautoko): Stage One – Design, https://teachingcouncil.nz/sites/default/files/ITE_Program_approval.pdf (accessed on 30 September 2020); European Commission (2017^[71]), Preparing Teachers for Diversity: the Role of Initial Teacher Education, <http://dx.doi.org/10.2766/637002>; Mule (2010^[91]), Teacher Education, Diversity, and Community Engagement in Liberal Arts Colleges; OECD (2019^[94]), A Flying Start: Improving Initial Teacher Preparation Systems, <https://dx.doi.org/10.1787/cf74e549-en>; OECD (2005^[78]), Teachers Matter: Attracting, Developing and Retaining Effective Teachers, <http://new.sourceoecd.org/education/9264018026> (accessed on 25 September 2020); The Teaching Council (2017^[84]), Initial Teacher Education: Criteria and Guidelines for Programme Providers, <https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Initial-Teacher-Education-Criteria-and-Guidelines-for-Programme-Providers.pdf> (accessed on 28 September 2020); Yuan (2017^[90]), Preparing Teachers for Diversity: A Literature Review and Implications from Community-Based Teacher Education, <http://dx.doi.org/10.5539/hes.v8n1p9>.

2.3. Teachers as lifelong learners

Teacher learning should be understood as an on-going, lifelong process with initial teacher education setting the foundation on which to continue building during a teacher's professional years. As many competences, skills and knowledge can be better developed while teaching, teachers should be provided with the necessary support to do so along their teaching career. This is particularly true for competences and skills linked to inclusive teaching that require teachers to learn about student experiences and identities and challenge pre-existing stereotypes and assumptions (see Section 3).

In particular, to reduce high attrition in the first years of teaching and support novice teachers, targeted mentoring and induction programmes should be promoted. These can both support teachers' transition into the profession and compensate for potential shortcomings of initial teacher education (Gomendio, 2017^[99]). Along their teaching path, teachers should be provided with continuous professional learning opportunities to update their skills, knowledge and competences in view of constantly changing student needs and characteristics in diverse and inclusive classrooms.

2.3.1. Supporting novice teachers effectively from the start

To mitigate high attrition, turnover and teacher shortages, it is critical that novice teachers receive adequate support to transition from teacher education to their first years in the profession. On top of adjusting theoretical teaching models to specific classroom environments, novice teachers must be able to reflect critically and creatively on and evaluate diverse learning and teaching models (OECD, 2019^[94]). In particular, taking into account that novice teachers are often placed in more disadvantaged school settings (see Section 1.3.3), induction and mentoring can be effective tools to support novice teachers in broadening their understanding of student diversity (Achinstein and Barrett, 2004^[100]) and strengthening their teaching practices in relation to it (Spooner-Lane, 2017^[105]). Induction and mentoring are also important for teachers with some years of experience who are new to a school as new school settings with unfamiliar student populations could be challenging to adjust to.

High-quality induction and mentoring can allow novice teachers to increase their satisfaction and commitment to teaching, as well as improve their teaching practices (Ingersoll and Strong, 2011^[102]). Paniagua and Sánchez-Martí (2018^[103]) provide a comprehensive theoretical review of induction and mentoring across OECD education systems. Induction is generally understood as a short-term approach to allow novice teachers to familiarise themselves with the profession (Wong, Britton and Ganser, 2005^[104]). Instead, mentoring consists of a longer-term process that pairs a novice teacher with a more experienced teacher, providing guidance and support through open communication (Aspfors and Fransson, 2015^[105]). Mentoring can last between one to three years and establishes a relationship of trust between the paired teachers as a precondition for the mentor to support the mentee in setting and progressing towards teaching goals (Spooner-Lane, 2017^[105]). Overall, induction and mentoring programmes are becoming increasingly widespread strategies across education institutions (see Table 2.4). However, in several OECD countries, these mechanisms still need to be operationalised from practices into system-wide policies to ensure that all novice teachers can benefit systematically from these programmes.

Reducing novice teachers' workload can help them to dedicate more time to induction and mentoring activities (OECD, 2019^[44]). Time gained from a reduced workload may also allow novice teachers to better prepare classroom activities and review their students' work, as a way of improving their teaching skills (Ibid.). Additionally, acknowledging the over-representation of novice teachers in challenging school settings and high attrition across OECD countries (see Section 1.3.3), allocating novice teachers to less disadvantaged classrooms or schools can be a strategy to reduce the challenges they may experience when entering the profession (see Section 2.1.3).

New Zealand provides a comprehensive induction and mentoring programme for novice teachers in their first two years. The Guidelines for Inclusion and Mentoring and Mentor Teachers are clear guidelines set for mentors, mentees and schools (Forghani-Arani, Cerna and Bannon, 2019^[33]). Specific guidelines for preparing novice teachers to support Māori students, a traditionally disadvantaged group in the country, are also provided. Evidence

from induction and mentoring in New Zealand shows that novice teachers are equipped with knowledge and skills that allow them to support the learning of all students (Grudnoff et al., 2016_[106]). To enable novice teachers to undergo induction and mentoring programmes, their teaching workload is reduced (Forghani-Arani, Cerna and Bannon, 2019_[33]).

Similarly, the province of Ontario, Canada, has a programme for teacher induction, the New Teacher Induction Program (NTIP), aimed at supporting novice teachers in gaining the necessary knowledge and skills to become effective teachers. The purpose of the NTIP is to enhance novice teachers' confidence, efficacy, practice and commitment to continuous learning. To do so, the induction programme is developed along three main elements: i) orientation for novice teachers to the school and school board; ii) mentoring by more experienced teachers; and iii) opportunities for professional learning relevant to novice teachers' individual needs and diverse backgrounds (Ontario Ministry of Education, 2019_[107]).

Table 2.4. Strategies to support novice teachers effectively from the start

Strategy	Rationale	Policies and practices
Induction and mentoring	Induction and mentoring can allow novice teachers to increase their satisfaction and commitment to teaching as well as improve their teaching practices (Spooner-Lane, 2017 ^[105]).	<ul style="list-style-type: none"> New Zealand has a comprehensive induction and mentoring programme for novice teachers in their first two years. It provides clear guidelines for mentors, mentees and schools (the “Guidelines for Inclusion and Mentoring and Mentor Teachers”) and specific guidelines for preparing novice teachers to support Māori students (Forghani-Arani, Cerna and Bannon, 2019^[33]). In Ontario, Canada, the New Teacher Induction Program is a system-wide teacher induction programme. It aims to enhance novice teachers’ confidence, efficacy, practice, and commitment to continuous learning. It provides orientation to the school and school board, mentoring by more experienced teachers, and opportunities for professional learning relevant to novice teachers’ needs and backgrounds (Ontario Ministry of Education, 2019^[107]).
Induction	Induction is generally understood as a short-term approach to allow novice teachers to familiarise with the profession (Wong, Britton and Ganser, 2005 ^[104]).	
Mentoring	<p>Mentoring consists of a longer-term process pairing a novice teacher with a more experienced teacher for guidance and support through open communication (Aspfors and Fransson, 2015^[105]):</p> <ul style="list-style-type: none"> It can usually last between one and three years; It entails the establishment of a relationship of trust between the paired teachers. 	
Other strategies	<p>Reducing novice teachers’ workload can:</p> <ul style="list-style-type: none"> Help teachers dedicate more time to induction and mentoring activities; Allow to better prepare classroom activities and review their students’ work as a way to improve their teaching skills (OECD, 2019^[44]). <p>Allocating novice teachers to less disadvantaged classrooms or schools can reduce the challenges they may experience when entering the profession (see Section 2.1.3).</p>	<ul style="list-style-type: none"> In New Zealand, to enable novice teachers to undergo induction and mentoring programmes, their teaching workload is reduced (Forghani-Arani, Cerna and Bannon, 2019^[33]).

Sources: Aspors and Fransson (2015^[105]), Research on mentor education for mentors of newly qualified teachers: A qualitative meta-synthesis, <https://doi.org/10.1016/j.tate.2015.02.004>; Forghani-Arani, Cerna and Bannon (2019^[33]), The lives of teachers in diverse classrooms, <https://dx.doi.org/10.1787/8c26fee5-en>; Grudnoff et al. (2016^[106]), Rethinking initial teacher education: preparing teachers for schools in low socio-economic communities in New Zealand, <https://doi.org/10.1080/02607476.2016.1215552>; Ingersoll and Strong (2011^[102]), The Impact of Induction and Mentoring Programs for Beginning Teacher, <https://doi.org/10.3102/0034654311403323>; OECD (2019^[44]), Supporting and guiding novice teachers: Evidence from TALIS 2018, <https://dx.doi.org/10.1787/fe6c9c0c-en>; Ontario Ministry of Education (2019^[107]), New Teacher Induction Program — Induction Elements Manual, <http://www.edu.gov.on.ca/eng/teacher/pdfs/NTIPInductionElements2019.pdf> (accessed on 28 September 2020); Spooner-Lane (2017^[105]), Mentoring beginning teachers in primary schools: research review, <https://doi.org/10.1080/19415257.2016.1148624>; Wong, Britton and Ganser (2005^[104]), What The World Can Teach Us About New Teacher Education, <http://dx.doi.org/10.1177/003172170508600509>.

2.3.2. Keeping teachers prepared through professional learning

Teacher development is increasingly understood along a continuum that does not end after the transition from teacher education to the classroom, but continues uninterruptedly throughout the teaching career. It is therefore important that education systems are able to

identify teachers' needs as lifelong learners and provide them with the necessary training to ensure that they can effectively promote inclusive and diverse classroom environments.

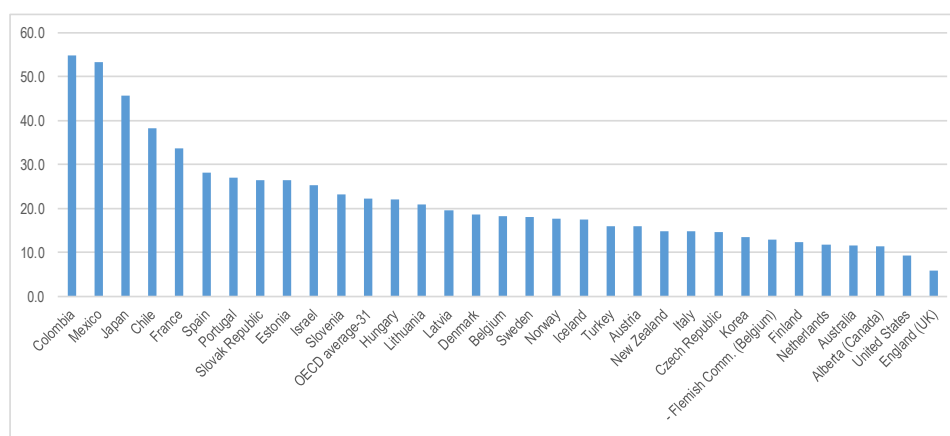
Formal professional learning

On average across OECD countries included in TALIS 2018, there remain high levels of need for professional learning in various areas related to inclusive teaching (see Section 1.3.3), such as teaching students with special education needs (with 22% of lower secondary teachers reporting needing additional training) and teaching in multicultural/multilingual settings (15%).

Across OECD education systems, there are significant differences in teacher needs for professional learning in these areas. For example, the percentage of teachers reporting a high need for professional learning to teach to students with special education needs is around 55% in Colombia, 53% in Mexico, 46% in Japan and 38% in Chile. Instead, this drops to 9% for the United States and 6% for England (United Kingdom, Figure 2.1).

Figure 2.1. Teachers' high needs for continuous professional learning on teaching students with special education needs (TALIS 2018)

Percentage of lower secondary teachers reporting a high need for continuous professional learning on teaching students with special education needs across OECD countries included in TALIS 2018

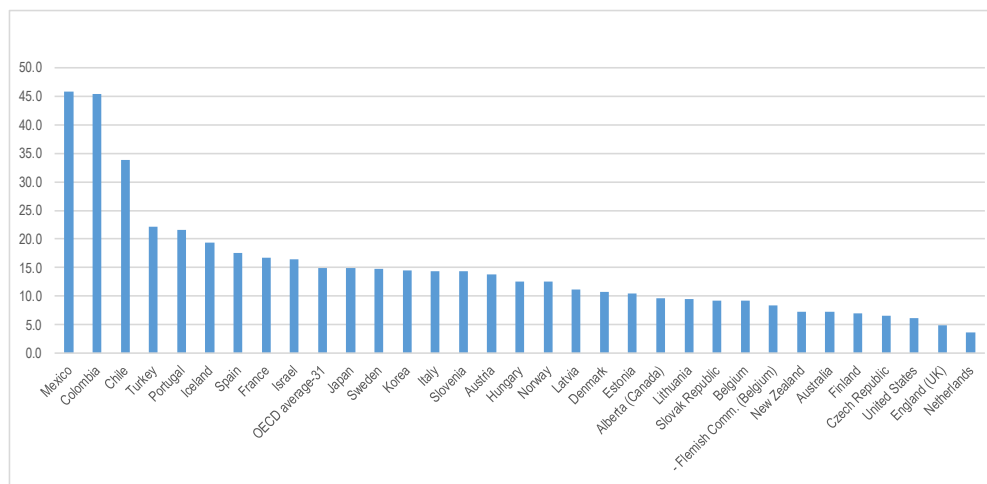


Source: Adapted from OECD (2019^[24]), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, <https://dx.doi.org/10.1787/1d0bc92a-en>.

Across OECD countries, there are also significant differences in teachers' self-reported needs for professional learning on teaching in multicultural/multilingual settings. These needs appear to be higher in Colombia (46%), Mexico (45%) and Chile (34%). In the United States, England (United Kingdom) and Netherlands needs for professional learning in these areas seem to be the lowest among OECD countries included in TALIS 2018 (with respectively 6%, 5% and 4% teachers reporting high needs for professional learning in this area, Figure 2.2).

Figure 2.2. Teachers' high needs for continuous professional learning on teaching in multicultural/multilingual settings (TALIS 2018)

Percentage of lower secondary teachers reporting a high need for continuous professional learning on teaching in multicultural/multilingual settings across OECD countries included in TALIS 2018



Source: Adapted from OECD (2019^[24]), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, <https://dx.doi.org/10.1787/1d0bc92a-en>.

The growing diversity of the student population means that teachers must develop new skills and competences to promote inclusive classroom environments for all. For example, the increasing use of information and communication technology (ICT) in classroom activities and the growing inclusion of students with special education needs may require teachers to develop their competences in related fields (OECD, 2019^[24]). Professional learning can take various forms, such as seminars, courses, workshops, conferences and online training. Supervision may be provided within education institutions or through external providers. While developing training that match teachers' needs already represents an important incentive to encourage teacher participation in CPL (OECD, 2019^[24]), various other incentives can be implemented, such as financial support, salary incentives and making CPL a precondition to obtaining higher qualifications and for career development (OECD, 2020^[19]). While the benefits of CPL largely depend on the quality of the programmes offered as well as the feedback and follow-up support provided to teachers (OECD, 2020^[19]), programmes that connect theory to practice (Forghani-Arani, Cerna and Bannon, 2019^[33]) and pair reflection- and competency-based approaches appear particularly useful (Creemers, Kyriakides and Antoniou, 2013^[108]). For example, CPL can support teachers in engaging in critical reflection (see Section 3.2.1) as well as rethinking pedagogical responses and curriculum content for inclusion and diversity (Creemers, Kyriakides and Antoniou, 2013^[108]; Szelei, Tinoca and Pinho, 2019^[109]).

In the province of Alberta, Canada, various professional learning programmes focus on diversity and inclusion for students from diverse ethnic and cultural backgrounds. These programmes aim to provide teachers with knowledge and strategies to promote the inclusion of students from First Nation, Métis, Inuit and other Indigenous backgrounds in the classroom. Teachers are provided with knowledge and tools to understand the historical and contemporary issues affecting students from Indigenous communities. They are also provided with pedagogical strategies to support their inclusion in the classroom and mitigate the risk of social exclusion among students. Among others, teachers receive a practical curriculum development tool on how to promote inclusive classroom

environments, such as by integrating diverse perspectives, illustrations and examples (Alberta Education, 2015^[110]; OECD, 2019^[24]).

Following the 2015 terrorist attacks in France and Denmark, the European Union increasingly promoted a European dimension of teaching aimed at fostering active citizenship, social cohesion and intercultural dialogue in the Union (Symeonidis, 2020^[111]). Some policy areas aim to empower teachers to address the needs of students from diverse backgrounds, stand against discrimination and racism, and promote common values and inclusive education (Council of the European Union, 2015^[112]; European Commission, 2018^[113]). To do so, professional mobility, cross-border cooperation, peer learning programmes, guidance and mentoring for teachers and the education workforce are among the strategies promoted (European Commission, 2018^[113]).

In Italy and Spain, through the Erasmus Training Courses platform, the Erasmus Training Academy offers CPL for teachers on several diversity and inclusion-related areas. The courses provided cover topics such as enhancing diversity and tolerance in the classroom, tackling prejudice, discrimination, bullying and cyber bullying, preventing conflict and early school leaving, and promoting socio-emotional learning. The training courses are co-developed together with education institutions and under the support of European programmes (Erasmus Training Courses, 2020^[114]). Also, in Italy, schools' three-year education plans need to match school and individual teachers' training needs in alignment with national priorities, which include promoting skills for inclusive schooling (European Commission/EACEA/Eurydice, 2021^[115]).

In New Zealand, the Te Kotahitanga Project is a research and professional learning programme aiming at establishing culturally-responsive classroom environments and promoting the well-being of Māori students. Designed through an informative collaborative approach between key stakeholders, including students, teachers, and the whānau (community and families), the project has developed an Effective Teaching Profile (ETP). The ETP includes characteristics and understanding of effective teachers together with strategies and pedagogies adopted to interact with Māori students in the classroom. The ETP was applied to inform the design and implementation of professional learning programmes for teachers (Bishop and Berryman, 2010^[116]). Overall, evidence shows that Māori students' learning has improved significantly in schools that have effectively implemented the project (Bishop et al., 2012^[117]). Positive impacts have been assessed regarding student participation, engagement, performance and retention. In particular, facilitators have played a key role in supporting teachers in adopting the ETP in their teaching practices (Hynds et al., 2011^[118]).

Professional learning communities

In parallel to formal continuous professional learning, there is growing attention to developing professional learning communities among teachers. In more informal and collaborative professional learning, joint-problem solving, reflection, sharing of experiences and practices are key strategies to promote peer learning (Schleicher, 2020^[15]). By providing a collaborative environment for mutual learning (Admiraal, Lockhorst and van der Pol, 2010^[119]), professional learning communities (PLCs) can be effective tools to improving teaching practices in order to address students' diverse needs (Lardner, 2003^[120]). PLCs can support teachers in developing competences and practices in areas related to diversity and inclusion. For example, as teachers often feel unprepared to teach in multicultural settings (Section 1.3.3), PLCs can be effective at improving intercultural knowledge and competences among teachers, particularly those who meet regularly in their PLCs (Alhanachi, de Meijer and Severiens, 2021^[121]).

An example of this approach is “Life is Diversity” (*Leben ist Vielfalt*), a network started by student teachers and teachers at the University of Paderborn in North-Rhine Westphalia, Germany, to promote inclusive teaching strategies for diverse classrooms. It regularly organises workshops, seminars and activities on unconscious bias training, multiculturalism, multilingualism and religion in the classroom (Cerna et al., 2019^[76]).

In the State of Victoria, Australia, the Department of Education and Training has developed guidelines and resources to support schools in developing PLCs where teachers and school leaders can engage in team learning. In their PLCs, teachers and school leaders should use the Framework for Improving Student Outcomes (FISO) to inform changes in curriculum, pedagogy and assessment. Among others, through PLCs, teachers and school leaders are expected to make use of student learning data to design and implement differentiation strategies to support individual student needs (State of Victoria Department of Education and Training, 2020^[122]).

Table 2.5. Strategies to prepare teachers for diversity and inclusion through professional learning

Strategy	Rationale	Policies and practices
<p>Formal continuous professional learning</p> <p><i>E.g. seminars, courses, workshops, conferences and online training</i></p>	<p>Education systems must be able to identify teachers' needs as lifelong learners and provide them with adequate CPL opportunities.</p> <ul style="list-style-type: none"> Supervision can be provided within education institutions or through external providers (OECD, 2019^[24]). As incentives, developing training offers that match teachers' needs encourages teacher participation. Other incentives include financial support, salary incentives and making CPL as a precondition to obtain higher qualifications and career development (OECD, 2020^[19]). Benefits largely depend on the quality of the programmes offered as well as on the feedback and follow-up support provided to teachers. Programmes that connect theory to practice (Forghani-Arani, Cerna and Bannon, 2019^[33]) and pair reflection- and competency-based approaches (Creemers, Kyriakides and Antoniou, 2013^[108]) appear particularly useful, e.g. rethinking pedagogical responses and curriculum content for inclusion and diversity. 	<ul style="list-style-type: none"> In Alberta, Canada, CPL on diversity and inclusion equip teachers with knowledge and competences to promote the inclusion of students from First Nation, Métis, Inuit and other Indigenous backgrounds. Teachers are provided with knowledge, pedagogical strategies and practical curriculum development tools (Alberta Education, 2015^[110]; OECD, 2019^[24]). Across Italy and Spain, the Erasmus Training Courses platform offers CPL for teachers on diversity and inclusion-related areas. E.g. diversity and tolerance in the classroom, tackling prejudices, discriminations, bullying and cyber bullying, preventing conflicts and early school leaving, promoting socio-emotional learning (Erasmus Training Courses, 2020^[114]). In Italy, schools' three-year education plans need to match school and individual teachers' training needs in alignment with national priorities, which include promoting skills for inclusive schooling (European Commission/EACEA/Eurydice, 2021^[115]). In New Zealand, the Te Kotahitanga Project is a research and professional learning programme aiming at establishing culturally-responsive classroom environments for Māori students. Designed through an informative collaborative approach among key stakeholders, e.g. students, teachers, and the whānau (community and families), the project has developed an Effective Teaching Profile (ETP), including characteristics, strategies and pedagogies of effective teachers. The ETP has been applied to inform the design and implementation of professional learning programmes for teachers (Bishop and Berryman, 2010^[116]). Positive impacts have been assessed regarding student participation, engagement, performance and retention (Bishop et al., 2012^[117]), with a key role played by facilitators supporting teachers in implementing the ETP in their teaching practices

Strategy	Rationale	Policies and practices
		(Hynds et al., 2011 ^[118]).
Informal continuous professional learning <i>E.g. professional learning communities</i>	<p>Across OECD countries, professional learning communities (PLCs) are increasingly developed among teachers (Schleicher, 2020^[15]):</p> <ul style="list-style-type: none"> • They provide more informal and collaborative professional learning approaches; • They promote joint-problem solving, reflection, sharing of experiences and practices. 	<ul style="list-style-type: none"> • “Life is Diversity” is a network established by student teachers and teachers at the University of Paderborn in Germany to promote inclusive teaching in diverse classrooms. It organises workshops, seminars and activities on unconscious bias training, multiculturalism, multilingualism and religion in the classroom classroom (Cerna et al., 2019^[76]). • The Department of Education and Training of the State of Victoria, Australia, provides guidelines to support teachers and school leaders in developing PLCs. Among others, PLCs should use the Framework for Improving Student Outcomes (FISO) to inform changes in curriculum, pedagogy and assessment as a way to develop differentiated strategies to support individual student needs (State of Victoria Department of Education and Training, 2020^[122]).

Sources: Alberta Education (2015^[110]), Guiding Voices: A Curriculum Development Tool for Inclusion of First Nation, Métis and Inuit Perspectives Throughout Curriculum, <http://www.learnalberta.ca/content/fnmigv/index.html> (accessed on 30 September 2020); Bishop and Berryman (2010^[116]), Te Kotahitanga: Culturally-responsive professional learning for teachers, <https://doi.org/10.1080/13664530.2010.494497>; Bishop et al. (2012^[117]), Developing an effective education reform model for Indigenous and other minoritized students, <https://doi.org/10.1080/09243453.2011.647921>; Cerna et al. (2019^[76]); Strength through Diversity’s Spotlight Report for Sweden, <https://dx.doi.org/10.1787/059ce467-en>; Creemers, Kyriakides and Antoniou (2013^[108]), Teacher professional learning for improving quality of teaching, <https://doi.org/10.1007/978-94-007-5207-8>; European Commission/EACEA/Eurydice (2021^[115]), Teachers in Europe: Careers, Development and Well-being, <https://doi.org/10.2797/997402>; Forghani-Arani, Cerna and Bannon (2019^[33]), The lives of teachers in diverse classrooms, <https://dx.doi.org/10.1787/8c26fee5-en>; Hynds et al. (2011^[118]), Te Kotahitanga: A case study of a repositioning approach to teacher professional learning for culturally-responsive pedagogies, <https://doi.org/10.1080/1359866X.2011.614684>; OECD (2020^[19]), OECD Education GPS - Review Education Policies: Teacher Professional learning, <https://gpseducation.oecd.org/revieweducationpolicies/?!node=41732&filter=all> (accessed on 20 September 2020); OECD (2019^[24]), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, <https://dx.doi.org/10.1787/1d0bc92a-en>; Schleicher (2020^[15]), Insights and Interpretations TALIS 2018 Teaching and Learning International Survey, http://www.oecd.org/education/talis/TALIS2018_insights_and_interpretations.pdf (accessed on 24 September 2020); State of Victoria Department of Education and Training (2020^[122]), The PLC Guide: Implementing FISO with precision, collaboration and inquiry, <https://www.education.vic.gov.au/Documents/school/teachers/management/improvement/plcguide.pdf> (accessed on 1 February 2021); Szelei, Tinoca and Pinho (2019^[109]), Professional learning in Education Professional learning for cultural diversity: the challenges of teacher learning in context, <https://doi.org/10.1080/19415257.2019.1642233>.

2.3.3. Guiding teachers through inclusive school leadership and management

School-level collaboration is key to promote teacher capacity to inclusively teach to all students and support teachers’ work in the classroom (UNESCO, 2020^[16]). Partnerships for inclusive teaching do not only include promoting horizontal professional learning opportunities, such as professional learning communities (see Section 2.3.2), but also enhancing active collaboration among school staff at different levels, including school leaders and administrators.

In particular, an inclusive school leadership and management is key to set collaborative school environments that adequately support inclusive teaching practices (European Agency for Special Needs and Inclusive Education, 2019^[20]). An inclusive school leadership aims to promote participation and inclusion of all stakeholders, value diversity

and ensure that all students receive a high-quality education (European Agency for Special Needs and Inclusive Education, 2020^[123]). It has three main leadership dimensions:

- i. *Transformative*: enhancing agency, facilitating innovation, change and learning
- ii. *Distributed*: establishing a collective and shared leadership with a scope within and outside the school
- iii. *Instructional*: setting a vision concerning the academic and broader well-being of all students (Ibid.).

Among others, school leaders play an important role in fostering an inclusive school environment by promoting collaboration and professional learning among school staff (McLeskey, Billingsley and Waldron, 2016^[124]). An inclusive school leadership also drives the framing of new meanings of diversity and inclusion, promotes an inclusive school culture and inclusive instructional programmes, as well as consolidates partnerships between schools and communities (Riehl, 2000^[125]). In New Brunswick, Canada, Policy 322 on Inclusive Education of 2013 establishes the requirements for public schools and school districts in the province. The policy sets out key requirements for an inclusive school leadership (Clause 6.2.1), among which promoting adequate professional learning opportunities for teachers and school staff and supporting teachers and school staff in the implementation of inclusive practices, such as differentiation (see Section 1.1.3) and the Universal Design for Learning (see Section 3.1.5). Under Policy 322, principals should also ensure that all academic and behavioural interventions implemented within the school are evidence-based and aimed at supporting diverse student needs and learning styles. Furthermore, the policy requires principals to ensure that school- and community-level partnerships aim to achieve individual student growth goals identified in personalised learning plans (New Brunswick Department of Education and Early Childhood Development, 2013^[126]).

In Sweden, the Collaboration for the Best School (“*Samverkan för bästa skola*”, SBS) is a programme aimed at supporting schools with low student outcomes and graduation rates that have witnessed challenges in improving student achievement alone. The programme aims to enhance partnerships among different stakeholders at different levels, including higher education institutions and school leaders, and connect key agents for school improvement, in particular principals, vice-principals and first teachers⁶, with available research to drive school improvement. In particular, through support provided to school leaders and school management boards, the SBS programme aims to reduce gaps within school management and promote more equitable school environments for all students. Schools work in active partnership with the National Agency for Education to analyse their school’s situation and highlight areas for improvement. Based on this initial analysis, they further collaborate with university researchers to plan and implement strategies for improvement (Glaés-Coutts and Nilsson, 2021^[127]).

New Zealand provides comprehensive guidelines for school management boards to drive school-level change towards more inclusive learning environments for all students, with a focus on students with special education needs. The guidelines “Effective Governance: Building Inclusive Schools” outline key areas for action for school management boards to promote diversity and inclusion in schools, which include setting a vision and a direction; understanding current school performance; planning for student success; supporting

⁶ The role of *first teacher* is a newly-created position to promote teacher leadership in Sweden on the paradigm of distributive leadership. School boards can implement the role differently. Among others, first teachers can cover tasks of lead subject teachers and head of divisions in the educational institution of reference (Glaés-Coutts and Nilsson, 2021^[127]).

teachers; aligning school budget to priorities; and monitoring performance. For each priority area, the guidelines provide key questions for the school board to guide and monitor their work to promote diversity and inclusion within the institution of reference. For example, in relation to the school management board's work to support teachers, guiding questions include: "Are our teachers confident leading the planning and design of learning for all students? Would they be prepared to present to the board on this topic?" (New Zealand Ministry of Education, 2013_[128]).

Table 2.6. Strategies to guide teachers through inclusive school leadership and management

Strategy	Rationale	Policies and practices
Inclusive school leadership	School leaders play an important role in fostering an inclusive school environment by promoting collaboration and professional learning among school staff (McLeskey, Billingsley and Waldron, 2016 ^[124]). An inclusive school leadership also drives the framing of new meanings of diversity and inclusion, promotes an inclusive school culture and inclusive instructional programmes, as well as consolidates partnerships between schools and communities (Riehl, 2000 ^[125]).	In New Brunswick, Canada, Policy 322 on Inclusive Education of 2013 establishes the requirements for inclusive public schools and school districts in the province. <ul style="list-style-type: none"> It sets out key requirements for an inclusive school leadership, e.g. promoting adequate professional learning opportunities for teachers and school staff and supporting teachers and school staff in the implementation of inclusive practices. Principals should also check that all academic and behavioural interventions implemented within the school are evidence-based and aimed at supporting diverse student needs and learning styles. They are also required to ensure that school- and community-level partnerships aim to achieve individual student growth goals identified in personalised learning plans (New Brunswick Department of Education and Early Childhood Development, 2013^[126]).
Partnerships at different levels	School-level collaboration is key to promote teachers' capacity to inclusively teach to all students and support their work in the classroom (UNESCO, 2020 ^[16]). Partnerships for inclusive teaching do not only include promoting horizontal professional learning opportunities, such as professional learning communities but also enhancing active collaboration among school staff at different levels, including school leaders and administrators.	In Sweden, the Collaboration for the Best School ("Samverkan för bästa skola", SBS) is a programme aimed at supporting schools with low student outcomes and graduation rates that have witnessed challenges in improving student achievement alone. It aims to: <ul style="list-style-type: none"> Enhance partnerships among different stakeholders at different levels, including higher education institutions and school leaders. Connect key agents for school improvement, in particular principals, vice-principals and first teachers, with available research to drive school improvement. Reduce gaps within school management and promote more equitable school environments for all students through support provided to school leaders and school management boards (Glaés-Coutts and Nilsson, 2021^[127]).
Inclusive school management	An inclusive school leadership and management is key to set collaborative school environments that adequately support inclusive teaching practices.	New Zealand provides comprehensive guidelines for school management boards to drive school-level change towards more inclusive learning environments for all students, with a focus on students with special education needs. <ul style="list-style-type: none"> Key areas for action include setting a vision and a direction; understanding current school performance; planning for student success; supporting teachers; aligning school budget to priorities; and monitoring performance. For each priority area, the guidelines provide key questions for the school board to guide and monitor their work to promote diversity and inclusion within the institution of reference (New Zealand Ministry of Education, 2013^[128]).

Sources: Glaés-Coutts and Nilsson (2021^[127]), Who owns the knowledge? Knowledge construction as part of the school improvement process, <https://doi.org/10.1177/1365480220929767>; (2016^[124]), Principal Leadership for Effective Inclusive Schools, <https://doi.org/10.1108/S0270-40132016000032005>; New Brunswick Department of Education and Early Childhood Development (2013^[126]), Policy 322, <https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf> (accessed on 8 October 2020); New Zealand Ministry of Education (2013^[128]), Effective governance: Building inclusive schools, <https://www.nzst.a.org.nz/assets/Governance/Effective-governance-publications-and-resources/Building-inclusive-schools.pdf> (accessed on 8 October 2020); Riehl (2000^[125]), The Principal's Role in Creating Inclusive Schools for Diverse Students: A Review of Normative, Empirical, and Critical Literature on the Practice of Educational Administration, <https://doi.org/10.3102%2F00346543070001055>, (UNESCO, 2020^[16]), Inclusive Teaching: Preparing all teachers to teach all students, <https://unesdoc.unesco.org/ark:/48223/pf0000374447> (accessed on 3 November 2020).

2.4. Teachers count: An inclusive approach to teacher well-being

For teachers to be most effective, they need to enjoy the highest levels of well-being, self-efficacy and confidence (OECD, 2018^[129]). The expectations of and demands on teachers

resulting from more attention to individual student needs in increasingly diverse classrooms require teachers to be equipped with cognitive and non-cognitive skills for diversity and inclusion. In the classroom, teachers must respond to rapid challenges rising through often unpredictable dynamics. Outside the classroom, teachers need to actively engage with a variety of other stakeholders, such as families and communities, to promote cooperative exchanges. All of these expectations and tasks, if not adequately supported, can lead to highly stressful and demanding working environments. This can further hinder risks of teacher turnover, attrition and shortages, and hamper the promotion of positive classroom environments (see Section 1.3.4).

Acknowledging the need to support teacher well-being, the OECD (2020^[130]) has developed a framework that conceptualises teachers' well-being along four main dimensions: physical and mental well-being, cognitive well-being, subjective well-being and social well-being. The framework aims at exploring how working conditions – both at system and school levels – positively and negatively affect teacher well-being. As a matter of fact, the quality of teachers' working conditions can significantly influence teacher well-being and turnover. Studies show that unsupportive and obstructive working environments in more disadvantaged schools can greatly influence teacher turnover rates (Johnson, Kraft and Papay, 2012^[56]). In contrast, in classrooms where teachers have stronger socio-emotional learning (SEL) competences, they establish more positive relationships with their students; they are more effective at managing the classroom and more capable of promoting students' SEL (Jones, Bouffard and Weissbourd, 2013^[131]).

Stemming from available evidence and practices across countries, understanding the importance of supporting the well-being of all teachers in increasingly diverse classrooms is key to promote positive school environments for all. The European Commission's Education and Training 2020 Working Group on Schools underlines how "just as values of inclusivity and embracing diversity are considered important for the development of young learners, so they apply to teachers and school leaders" (ET 2020 Working Groups, 2017^[132]). A manual compiled by O'Sullivan (2016^[133]) on teachers' well-being and diversity provides evidence-informed practical strategies to promote teacher well-being in increasingly diverse classrooms. Evidence from Ireland shows that greater demands on teachers on a multiplicity of matters represent significant factors, inducing stress among teachers. These demands include providing differentiated support and enhancing teaching performance for increasing diverse student populations (Morgan and Craith, 2015^[134]).

Teachers who work with students impacted by trauma (such as students with experience of migration, students who have been exposed to neglect, abuse and/or violence at home or in the community) are susceptible to secondary traumatic stress, also known as compassion fatigue. This can be defined as "the physical and mental exhaustion and emotional withdrawal experienced by those who care for sick or traumatised people over an extended period of time" (Merriam-Webster, n.d.^[135]). As compassion fatigue results from working with people who have undergone experiences of trauma, healthcare workers, social workers and teachers are among the professionals more susceptible to develop it (Gunn, 2018^[136]). Different strategies exist to minimise the risk of experiencing compassion fatigue and promote teachers' well-being in more disadvantaged settings. For example, the National Child Traumatic Stress Network (2011^[137]) presents a multi-dimensional approach for prevention and intervention. Strategies for prevention include psychoeducation, informal/formal self-report screening and workplace self-care groups. Strategies for intervention comprise, among others, cognitive behavioural interventions, mindfulness training and reflective supervision.

Across OECD countries, there are a number of strategies being developed to support teacher well-being both at system and local levels. In Australia, the Northern Territory

Department of Education has developed the Teacher Well-being Strategy 2019-22 to highlight priority areas and actions to build a systematic and inclusive approach to teacher well-being. The strategy includes, among others, the establishment of reflective and restorative conversations for all teachers focusing on well-being, socio-emotional needs and goal setting to be conducted by professionals (Australia Northern Territory Government, 2018^[138]). To respond to the challenges brought about by the COVID-19 pandemic, New Zealand provided an emergency fund to support well-being in education during school re-openings. Out of the fund's NZD 66 million (about EUR 39 million)⁷, NZD 16 million (EUR 9.5 million)⁸ targeted the education work force's well-being (New Zealand Ministry of Education, 2020^[139]; OECD, 2020^[140]). In the United Kingdom, the teacher-led charity Education Support provides counselling and support to teachers and collects data on teacher well-being. During the COVID-19 pandemic outbreak, the organisation has continued to provide mental health and well-being support to teachers to equip them with resources to cope with the challenges and disruptions brought about by the pandemic (Education Support, 2021^[141]).

Other initiatives particularly focus on promoting well-being for teachers from diverse backgrounds, such as the Happy Teacher Revolution. It is a horizontal network that connects teachers from heterogeneous backgrounds in Baltimore, Maryland, United States, to share practices and strategies to promote their well-being through reflective communication and activities, such as yoga and meditation (Richards, 2020^[142]). In the European Union, Enhancing Teacher Resilience in Europe (ENTRÉE) is a project funded by the European Commission aimed at supporting teachers' resilience and well-being in increasingly demanding and challenging contexts. The project stems from the understanding that resilience is a core contribution to supporting teachers inside and outside the classroom (Castro Silva et al., 2018^[143]).

⁷ Calculated based on the currency exchange rate as of January 26, 2021.

⁸ Ibid.

Table 2.7. Strategies to promote an inclusive approach to teacher well-being

Strategy	Rationale	Policies and practices
Supporting teachers in increasingly diverse classrooms and disadvantaged settings	The expectations of and demands on teachers resulting from more attention to individual students' needs in increasingly diverse classrooms require teachers to be equipped with cognitive and non-cognitive skills for diversity and inclusion. In the classroom, teachers must respond to rapid challenges rising through often unpredictable dynamics. Outside the classroom, teachers need to actively engage with a variety of other stakeholders, e.g. families and communities, to promote cooperative exchanges. All of these expectations and tasks, if not adequately supported, can lead to highly stressful and demanding working environments, which can have an impact on teacher turnover rates (see Section 1.3.4).	<ul style="list-style-type: none"> In the European Union, Enhancing Teacher Resilience in Europe (ENTRÉE) is a project funded by the European Commission aimed at supporting teachers' resilience and well-being in increasingly demanding and challenging contexts (Castro Silva et al., 2018^[143]). In Ireland, an evidence-based manual shows that greater demands on teachers on a multiplicity of matters represent significant factors, inducing stress among teachers (O'Sullivan, 2016^[133]). These demands include providing differentiated support and enhancing teaching performance for increasing diverse student populations. The manual provides effective strategies to promote teacher well-being in increasingly diverse classrooms (Morgan and Craith, 2015^[134]).
Supporting the well-being of teachers working with students impacted by trauma	Teachers who work with students impacted by trauma (e.g. students with experience of migration, students who have been exposed to neglect, abuse and/or violence at home or in the community) are susceptible to secondary traumatic stress, also known as compassion fatigue (Gunn, 2018 ^[136]). This can be defined as "the physical and mental exhaustion and emotional withdrawal experienced by those who care for sick or traumatised people over an extended period of time" (Merriam-Webster, n.d. ^[135]).	<ul style="list-style-type: none"> The National Child Traumatic Stress Network has a multi-dimensional approach for prevention and intervention. Strategies for prevention include psychoeducation, informal/formal self-report screening and workplace self-care groups. Strategies for intervention comprise, among others, cognitive behavioural interventions, mindfulness training and reflective supervision (National Child Traumatic Stress Network, 2011^[137]).
Emergency funds for teacher well-being in times of crisis	In times of crisis, teacher well-being can be particularly affected (see Section 1.3.4).	<ul style="list-style-type: none"> In New Zealand, to respond to the challenges brought about by the COVID-19 pandemic, the country provided emergency funds to support well-being in education during school-re-openings, also targeting the well-being of the education workforce (New Zealand Ministry of Education, 2020^[139]; OECD, 2020^[140]). In the United Kingdom, the teacher-led charity Education Support provides counselling and support to teachers and collects data on teacher well-being. During the COVID-19 pandemic outbreak, the organisation has continued to provide mental health and well-being support to teachers to equip them with resources to cope with the challenges and disruptions brought about by the pandemic (Education Support, 2021^[141]).
Horizontal networks of support for teachers from diverse backgrounds	Teachers from diverse backgrounds can be more likely to feel socially isolated and disconnected from their peers.	<ul style="list-style-type: none"> In Baltimore, Maryland, United States, the Happy Teacher Revolution connects teachers from heterogeneous backgrounds to share practices and strategies to promote their well-being through reflective communication and activities, such as yoga and meditation (Richards, 2020^[142]).

Sources: Castro Silva et al. (2018^[143]), Enhancing Teacher Resilience Through Face-to-Face Training: Insights from the ENTREE Project, https://doi.org/10.1007/978-3-319-76690-4_15; Education Support (2021^[141]), Education Support: Coronavirus Support, <https://www.educationsupport.org.uk/coronavirus-support> (accessed on 7 February 2021); Johnson, Kraft and Papay (2012^[56]), How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement, <http://www.tcrecord.org/content.asp?contentid=16685> (accessed on 1 October 2020); Morgan and Craith (2015^[134]), Workload, Stress and Resilience of Primary Teachers: Report of a Survey of INTO Members, https://www.into.ie/app/uploads/2019/07/WorkloadReport_Sept15.pdf (accessed on 26 October 2020); National Child Traumatic Stress Network (2011^[137]), Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals, www.nctsn.org/sites/default/files/resources/fact-sheet/secondary_traumatic_stress_child_serving_professionals.pdf (accessed on 27 October 2020); New Zealand Ministry of Education (2020^[139]), \$66 million for learner and educator well-being, <https://www.education.govt.nz/news/66-million-for-learner-and-educator-wellbeing/> (accessed on 26 November 2020); OECD (2020^[140]), The impact of COVID-19 on student equity and inclusion: Supporting vulnerable students during school closures and school re-openings, <http://www.oecd.org/coronavirus/policy-responses/the-impact-of-covid-19-on-student-equity-and-inclusion-supporting-vulnerable-students-during-school-closures-and-school-re-openings-d593b5c8/> (accessed on 5 October 2020); O'Sullivan (2016^[133]), Teacher Well-being and Diversity: A manual for teachers in diverse educational settings, <https://www.pdst.ie/sites/default/files/Teacher%20Wellbeing%20and%20Diversity%20Handbook%202019.pdf> (accessed on 26 October 2020); Richards (2020^[142]), Improve teacher well-being with self-care strategies and formalized peer connections, <https://eab.com/insights/blogs/district-leadership/improve-teacher-wellbeing/> (accessed on 29 September 2020).

2.5. Assessing teachers for inclusive teaching

Teacher evaluations and appraisals are key component of comprehensive teacher development, evaluations and accountability systems. Well-designed teacher evaluations are important tools to improve school and learning environments, strengthening teacher effectiveness and teaching practices, rewarding performance and supporting teachers' overall work in the classroom (OECD, 2013^[144]). Teacher evaluations can serve summative and formative purposes and main questions around teacher evaluations converge around whether a single teacher evaluation framework can effectively combine both summative and formative functions (Huber and Skedsmo, 2016^[145]). There are a variety of approaches to monitoring and evaluating teachers in the classroom, which may be carried out at the end of an introductory placement, within performance management, and to provide promotions and rewards (OECD, 2013^[144]). With respect to assessing teacher competences and practices for inclusive teaching, education systems still largely lack comprehensive monitoring and evaluation frameworks (see Section 1.3.5). Some approaches developed across countries can inform the design of formative and summative evaluation frameworks for inclusive teaching. These include performance and development evaluation processes aimed at fostering collaboration and learning among school staff, such as peer observation.

In teacher evaluations, equity and inclusion concerns can arise in the way evaluations and appraisals are designed and implemented. These issues can emerge, among others, due to evaluators' biases and tying teacher evaluation on student performance, which can disproportionately affect novice teachers from diverse backgrounds (see Section 1.3.5). Taking into consideration how different components of teacher evaluations can have equity and inclusion implications for diverse teacher groups is crucial to promote more equitable and inclusive teacher evaluation systems.

2.5.1. Towards teacher evaluation for inclusive teaching

The design of M&E systems for teacher preparedness and performance with respect to inclusive teaching can be especially complex. In particular, evaluating teachers in fields related to diversity and inclusion may be challenging to implement in objective and quantitative terms. However, establishing objectively measurable M&E systems to assess teaching for diversity and inclusion remains crucial when acknowledging the limitations of

teacher evaluations that only adopt subjective measures (Ingersoll and Strong, 2011^[102]; Taylor and Tyler, 2012^[146]). Among the methods implemented across education institutions and systems to evaluate teachers on inclusive teaching, peer observation of teaching is a promising and increasingly promoted practice.

Designing teacher evaluation on areas of diversity and inclusion

Designing effective teacher evaluation frameworks presents the challenge of integrating the two main functions of teacher evaluations, namely, improvement and accountability. While the improvement function focuses on providing teachers with feedback to improve their teaching practices, the accountability function is centred on making teachers accountable for their performance by relating it to a set of consequences for their career (Santiago and Benavides, 2009^[21]). Integrating these two functions into a single teacher evaluation framework is challenging. For example, when teachers are openly assessed to improve their teaching practice, they are more likely to accentuate their needs and weaknesses. However, when teacher evaluation is directly connected to career development, the improvement function is jeopardised as teachers may be less open about their weaknesses and needs (Ibid.). When designing M&E systems for inclusive teaching, a balance should be struck between these two components (UNESCO, 2020^[16]).

Some approaches promoted across OECD countries can serve as cues to design inclusive teacher evaluation frameworks for diversity and inclusion. In partnership with the American Federation of Teachers and five school districts in New York and Rhode Island, United States, Fenner et al. (2017^[147]) elaborate upon four key principles upon which to base teacher evaluations that are inclusive of the learning progress of all students. These are:

- i. ***Committing to equal access for all students.*** Teachers know and share the laws and regulations to provide full and equal access to public education for all. Teachers outline the needs of all students, including those with unique learning needs, and how these needs are included and met in the classroom.
- ii. ***Preparing to support diverse students.*** Teachers show knowledge and understanding of individual students' experiences and identities, and value diversity as an asset. Strategies to support individual needs and learning styles are implemented along the rationale of individualisation included in the Universal Design for Learning.
- iii. ***Evidence-based reflective teaching.*** Teaching practices are adapted to students' needs and identities through individualised, student-centred approaches. These are appropriately challenging and founded upon evidence-based practices and set standards.
- iv. ***Promoting a collaborative classroom environment with a sense of community.*** Teachers engage in creating active and solid partnerships with diverse stakeholders, including students, families, teachers and other community services.

In the United States, the National Council on Teacher Quality (NCTQ) is a think tank that reviews and assesses teacher evaluation mechanisms across states. As of 2019, 34 states require an objective measure of student growth in teacher evaluation (National Council on Teacher Quality, 2019^[148]). Under the Every Student Succeeds Act (ESSA), states have freedom to define student growth. West Virginia, for example, understands student growth in classrooms across diverse social and academic settings. It implements a state-wide evaluation system where student growth counts for 20% of the overall teacher evaluation score. The state uses teacher evaluation to identify areas for improvement through professional learning programmes. After the evaluation, teachers are expected to participate

in consultations with their evaluators, sharing feedback and reflections. Teachers who score unsatisfactorily on one or more standards need to undertake action plans for improvement (West Virginia Education Association, 2016_[149]).

In early 2021, New Zealand began to implement the Professional Growth Cycle for Teachers in substitution of its former teacher performance appraisal system. Through a holistic approach centred on professional growth and school-staff collaboration, the cycle aims to focus on daily teaching practices and how teachers meet and implement the Code of Professional Responsibility and Standards for the Teaching Profession. The Standards include developing a culture “characterised by respect, inclusion, and empathy”, understanding each student’s “strengths, interests, needs, identities, languages and cultures”, as well as implementing adaptive teaching (see Section 1.1.3). In active collaboration with teachers, school leaders are expected to design teachers’ annual cycle of professional growth based on the Standards. Throughout the year, school and education leaders should support teachers in engaging with the professional growth cycle. At the end of the year, school leaders should provide teachers with a statement on whether they meet these standards and otherwise support teachers in the areas identified for improvement (Teaching Council of Aotearoa New Zealand, 2021_[150]).

Peer observation of inclusive teaching

The increasing development of collaborative learning approaches among teachers, such as professional learning communities (see Section 2.3.2), has also led to a growing momentum of formative and summative peer observation among teachers. Classroom observation and post-observation feedback are evidence-based processes that enable direct information on teacher practices to be collected (OECD, 2019_[24]). Being observed by peers and post-observation feedback can be particularly useful for teachers to improve their teaching practices, but learning by observing other teachers may be even more effective (Hendry, Bell and Thomson, 2014_[151]).

Three main models of peer observation among teachers can be outlined: evaluation, development and peer-review models (Gosling, 2002_[152]). The evaluation model consists of more experienced staff assessing teaching quality and practices against set standards for summative purposes of teacher appraisal and/or quality assurance (Yiend, Weller and Kinchin, 2014_[153]). The developmental model is formative in nature, with an educational expert in the role of the observer, assessing teaching practices for further development (Ibid.). Similarly, the peer-review model has the formative purpose of improving teaching and learning through observation and self-inquiry among peers (Gosling, 2002_[152]). As peer observation is often implemented for formative purposes, it can be integrated in mentoring and continuous professional learning (see Section 2.3).

Despite a growing implementation of peer observation processes in several OECD countries and emerging efforts to promote their application across other education levels, the practice is far from mainstream (see Section 1.3.5). Recent policies and practices across OECD education systems at different education levels can further inform the development of peer observation processes among teachers.

In the State of Victoria, Australia, the Department of Education and Training promotes peer observation among teachers as a way of providing feedback and supporting teacher development and learning. Set against criteria focused on improving student learning outcomes, peer observation can focus on an area of teaching practice agreed by the teacher being observed, in line with school improvement priorities. The areas of teaching practices may align with the Practice Principles for Excellence in Teaching and Learning, for instance, “a supportive and productive learning environment promotes inclusion and collaboration” or with the High Impact Teaching Strategies, which include “differentiated

teaching to extend the knowledge and skills of every student in every class, regardless of their starting point” (State of Victoria Department of Education and Training, 2018_[154]). Peer observation is implemented along a five-stage process, involving pre-observation conversation, peer observation, teacher and observer reflection, post-observation conversation and teacher-self-reflection (Ibid.). Teachers can decide to include peer observation as evidence for their Performance and Development Plan, which is a formative and summative process to support teachers in the development of their teaching practices and careers (State of Victoria Department of Education and Training, 2020_[155]).

In Canada, the University of Toronto has developed peer observation guidelines to mainstream the practice across its faculty members. Among the teaching areas identified for peer observation, the University includes “creating an inclusive classroom” (Centre for Teaching Support & Innovation, 2017_[156]). To guide the peer observation process for diversity and inclusion, the guidelines provide items to assess key elements for inclusive teaching (Table 2.8), namely, pedagogy, curriculum, assessment and classroom environment (see Section 3.1). To implement peer observation, the University provides three models: i) one-to-one peer observation (observation among two peers); ii) peer observation of online courses (an emerging peer observation model for online courses); and Teaching Squares. Teaching Squares is a formative process of peer observation and shared reflection among groups of four teachers, ideally from different fields. In this model, rather than evaluating peer performance, reflection is focused on lessons learnt while observing colleagues (Centre for Teaching Support & Innovation, 2017_[156]).

Table 2.8. Toronto University’s peer observation of teaching in areas of diversity and inclusion

Teaching element	Item
Classroom environment	<ul style="list-style-type: none"> Instructor creates an equitable and inclusive classroom that respects gender differences, diverse ethno-cultural and faith communities, family structures, student abilities/needs and differences in socio-economic status.
Pedagogy	<ul style="list-style-type: none"> Instructor conveys the belief that all students can learn and succeed. Instructor conveys openness and warmth and encourages students to interact with others the same way. Instructor uses instructional strategies that reflect diverse learning styles.
Curriculum and resources	<ul style="list-style-type: none"> Instructor provides text, resources and learning materials in the classroom that reflects diversity of culture, ethnicity, faith, and language, and differences in socio-economic status, physical ability and family structure. Instructor uses resources that present both local and global images and perspectives. Instructor uses technology to provide additional visual, oral, aural and/or physical supports for students who need them.
Assessment	<ul style="list-style-type: none"> Instructor uses a variety of assessment tasks so that students with different learning styles can achieve success. Instructor provides accommodations for students who require extra time or additional explanations.

Source: Centre for Teaching Support and Innovation (2017_[156]), Peer observation of teaching: Effective practices, <https://teaching.utoronto.ca/wp-content/uploads/2017/01/Peer-Observation-of-Teaching-Guide.pdf> (accessed on 25 January 2021).

2.5.2. Evaluating teachers more equitably and inclusively

Evidence suggests that teachers from diverse backgrounds may not be equitably and inclusively evaluated (see Section 1.3.5). This might be due, among others, to evaluators’ identity bias but also to the basing of high-stakes decisions about teachers on teacher evaluations tied to student performance, which can disproportionately affect diverse

teachers, especially novice teachers over-represented in disadvantaged settings. Strategies to take these factors into account in teacher evaluations can be promoted to ensure that teachers are evaluated more equitably and inclusively (Table 2.9).

Addressing evaluators' identity bias

Training teacher evaluators can be key to address evaluators' bias, which can be a main factor influencing how teacher behaviour is translated into teacher ratings (Milanowski, 2017_[61]). Evidence on strategies to address evaluators' bias in teacher evaluations is rather recent and there remains large scope for further research. In general, addressing conscious and unconscious bias is key to promote equity and inclusion in the classroom (see Section 3.2.2) and different strategies exist to gain awareness of how one's own bias can influence the way they perceive and see others (see Section 4.2.2).

In the context of teacher evaluations, in Ohio, United States, the Cincinnati Public Schools District provides rigorous training for teacher evaluators. These are school administrators and peer teacher evaluators external to the school, that is teachers hired full-time for three years to evaluate other teachers. Before evaluating teachers, prospective evaluators are trained and assessed on different areas, including how to avoid bias during the evaluation process and how to report evidence in an objective manner. Trainees are also paired to mentors to complete live teacher evaluations together (Leahy, 2012_[157]).

Most of the evidence available on evaluators' bias in teacher evaluations focus on bias in student evaluations of teaching (SETs) and strategies implemented to mitigate them. Strategies to address bias in SETs include, among others, reformatting the design of SETs and combining SETs with other forms of teacher evaluations, such as peer observation (see Box 2.2).

Box 2.2. Addressing bias in student evaluations of teaching (SETs)

Research on strategies to address student bias in SETs is increasingly produced. These strategies include intervening on the design of SETs, the way data is processed through SETs, as well as combining SETs with other forms of teacher evaluations.

For example, evidence from a large North American university shows that lowering the number of scale points in SET survey questions from 10 to 6 led to significant decreases in gender gaps in SETs in male-dominated fields (Rivera and Tilcsik, 2019_[158]). Making SETs centred on students rather than teachers can also be a strategy to infer the effectiveness of the course and highlight areas for teacher improvement while mitigating evaluators' bias. When elaborating data acquired through SETs, reporting response rates and score distributions rather than basing teacher evaluations on SET averages also allows to gain a more accurate picture (Stark and Freishtat, 2014_[159]).

SETs can also be incorporated into broader teacher evaluations. Combining SETs with other forms of teacher evaluations, such as peer observation (see Section 2.5.1), can contribute to providing a more comprehensive, equitable and inclusive teacher evaluation.

Promoting equity and inclusion in teacher evaluations tied to student performance

Tying teacher evaluations to student performance can raise concerns due to the various factors that can influence student academic achievement. For example, when standardised tests are taken as measures of student achievement, there can be rating and career

implications for diverse novice teachers, who are often over-employed in disadvantaged settings with lower-performing students (see Section 1.3.5).

Hence, when tying teacher evaluation to student performance, diverse factors including classroom demographics and the impact that the evaluation could have on the attrition rates of teachers can be acknowledged. Adjusting teacher evaluation ratings for classroom composition to improve fairness towards teachers in more disadvantaged settings can be considered depending on the causes at work and uses of the ratings (Milanowski, 2017_[61]). Additionally, if tied to student performance, teacher evaluations could be made formative rather than summative and punitive (Ciaccio et al., 2017_[160]).

For example, in Chile, the the National System for Performance Evaluation (Sistema Nacional de Evaluación de Desempeño, SNED) programme provides financial rewards to all teachers working in schools that show a high performance in national assessments. The programme compares schools with similar characteristics. Hence, a school in more disadvantaged settings with overall low scores in the national assessments might still receive this award if they comparatively score higher than other schools serving in similar settings (Santiago et al., 2017_[161]).

Table 2.9. Strategies to evaluate teachers more equitably and inclusively

Strategy	Rationale	Policies and practices
Addressing evaluators' identity bias through training and mentoring	Training teacher evaluators can be key to address evaluators' bias, which can be a main factor influencing how teacher behaviour is translated into teacher ratings (Milanowski, 2017 ^[61]). Evaluators' identity bias represents a main obstacle for career advancements for individuals from diverse backgrounds.	<ul style="list-style-type: none"> In Ohio, United States, the Cincinnati Public Schools District provides rigorous training for teacher evaluators. Prospective evaluators are trained and assessed on different areas, including how to avoid bias during the evaluation process and how to report evidence in an objective manner. Trainees are also paired to mentors to complete live teacher evaluations together (Leahy, 2012^[157]).
Reformatting the design of SET surveys as well as processing and elaborating results differently	Teachers are widely evaluated through student survey responses related to teaching. Evidence suggests that teachers from diverse and minority backgrounds score disproportionately lower in student evaluations of teaching (Rivera and Tilcsik, 2019 ^[158]). Biased SETs can have direct and indirect effects on teacher careers (see Section 1.3.5).	<ul style="list-style-type: none"> Strategies to reformat the design of SETs and take student bias into account include lowering the number of scale points in SET survey questions and making SETs centered on students rather than teachers to infer the effectiveness of the course and highlight areas for teacher improvement (Rivera and Tilcsik, 2019^[158]). When elaborating data acquired through SETs, reporting response rates and score distributions rather than basing teacher evaluations on SET averages also allows to gain a more accurate picture (Stark and Freishtat, 2014^[159]).
Taking equity and inclusion into account if tying teacher evaluation to student performance	When standardised tests are taken as measures of student achievement, there can be rating and career implications for diverse novice teachers, who are often over-employed in disadvantaged settings with lower-performing students. When tying teacher evaluation to student performance, diverse factors including classroom demographics and the impact that the evaluation could have on the attrition rates of teachers can be acknowledged (Milanowski, 2017 ^[61]).	<ul style="list-style-type: none"> Adjusting teacher evaluation ratings for classroom composition to improve fairness towards teachers in more disadvantaged settings can be considered depending on the causes at work and uses of the ratings (Milanowski, 2017^[61]). If tied to student performance, teacher evaluations could be made formative rather than summative and punitive (Ciaccio et al., 2017^[160]). In Chile, the National System for Performance Evaluation (<i>Sistema Nacional de Evaluación de Desempeño</i>, SNED) provides financial rewards to all teachers working in schools that show a high performance in national assessments. The programme compares schools with similar characteristics. A school in more disadvantaged settings with overall low scores in the national assessments might still receive this award if they comparatively score higher than other schools serving in similar settings (Santiago et al., 2017^[161]).

Sources: Ciaccio et al. (2017^[160]), Tying Teacher Evaluation to Student Test Performance in New York State, https://scholarlycommons.law.hofstra.edu/cgi/viewcontent.cgi?article=1010&context=hofstra_law_student_works (accessed on 23 October 2020); Leahy (2012^[157]), Teacher Evaluator Training: Ensuring Quality Classroom Observers, <https://www.ecs.org/clearinghouse/01/01/14/10114.pdf> (accessed on 23 October 2020); Mengel, Sauermann and Zölitz (2017^[64]), Gender Bias in Teaching Evaluations, <http://ftp.iza.org/dp11000.pdf> (accessed on 23 October 2020); Milanowski (2017^[61]), Lower Performance Evaluation Practice Ratings for Teachers of Disadvantaged Students: Bias or Reflection of Reality?, <https://doi.org/10.1177/2332858416685550>; Rivera and Tilcsik (2019^[158]), Scaling Down Inequality: Rating Scales, Gender Bias, and the Architecture of Evaluation, <https://doi.org/10.1177/0003122419833601>; (2017^[161]), OECD Reviews of School Resources: Chile 2017, <https://doi.org/10.1787/9789264285637-en>; Stark and Freishtat (2014^[159]), An evaluation of course evaluations, <https://doi.org/10.14293/S2199-1006.1.SOR-EDU.AOFRQA.V1>.

3. A toolkit for inclusive teaching

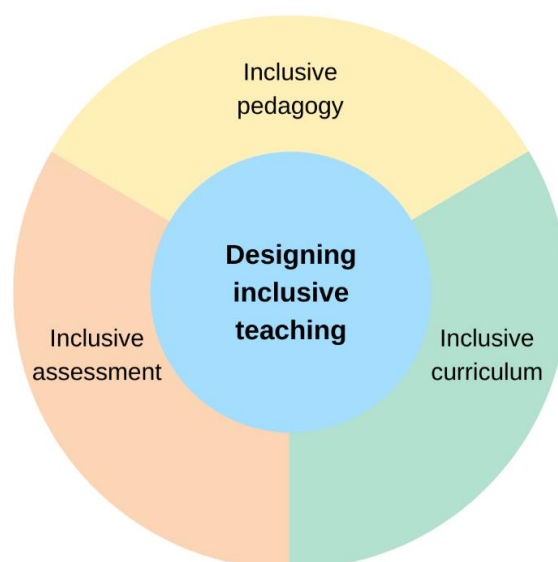
Teachers play a fundamental role in promoting inclusive learning environments for all students. Of the factors that are most susceptible to policy change, those related to teachers and teaching have the greatest influence over student learning (OECD, 2005_[162]). Therefore, understanding how teachers can design inclusive teaching strategies and cultivate the competences and skills necessary to do so is an important step before exploring effective interventions to enhance inclusive teaching in education (see Section 4).

What teachers teach (curriculum), how they teach (pedagogy) and how they monitor student learning (assessment) largely contribute to promoting or hampering diversity and inclusion in the classroom. Similarly, through the ways they critically think and reflect, perceive themselves and others, and uncover their unconscious bias, teachers can develop learning spaces where diversity is valued and inclusion is promoted. Managing an inclusive classroom environment, by modelling an inclusive language, disarming micro-aggressions and promoting inclusive seating or virtual classroom arrangements, is also key for inclusive teaching. This section aims to untangle main elements and competences needed to design and implement inclusive teaching strategies.

3.1. Three key elements: Inclusive pedagogy, curriculum and assessment

Pedagogies, curricula and assessments are three main elements to design and implement inclusive teaching in the classroom. Understanding how each plays a role in the development of inclusive teaching is essential to promote student well-being effectively.

Figure 3.1. Key design elements for inclusive teaching



Note: While focusing on these elements, the author understands that other factors can play a contribution in promoting inclusive teaching.

3.1.1. The central role of inclusive pedagogies

The ways in which students are being taught affect what students learn and how they learn. Pedagogies are also important to promote diverse dimensions of student learning beyond academic performances, such as values, habits and socio-emotional skills (Peterson et al., 2018_[163]). Therefore, pedagogies represent an essential component of any teaching strategy

informed by values and objectives of diversity and inclusion. While the term “pedagogy” can gain different connotations across cultures and countries, the working paper understands it as “repeated patterns or sets of teaching and learning practices that shape the interaction between teachers and learners” (Ibid., p.8).

Conceptualising inclusive pedagogies

Florian and Black-Hawkins conceptualise inclusive pedagogy as a pedagogical approach “underpinned by a shift in pedagogical thinking from an approach that works for most learners existing alongside something ‘additional’ or ‘different’ for those (some) who experience difficulties, towards one that involves providing rich learning opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life” (Florian and Black-Hawkins, 2011, p. 826_[164]). The inclusive pedagogical approach aims to provide an answer to questions concerning how individual students can receive the support they need without being treated differently from other students in the classroom (Ibid.).

The inclusive pedagogical approach shifts away from bell-curve thinking, which implies that “what is ordinarily available will meet the needs of most learners while some at the tail ends of a normal distribution, may require something additional or different” (Florian, 2015_[165]). Bell-curve thinking views the centre of the normal distribution as the optimal situation for schooling, thereby encouraging the marginalisation of students who are not at the centre (Ibid.). Instead, the inclusive pedagogical approach acknowledges student diversity but aims to mitigate the issues and stigma associated with identifying some students as different (Florian, 2015_[166]). The concept has been used in the context of addressing specific student groups (e.g. students with special education needs, students from ethnic groups, national minorities or Indigenous peoples), but can be applied across diverse classroom settings (Sanger, 2020_[167]).

A key element of an inclusive pedagogical approach is the promotion of students’ sense belonging, which can enhance engagement and learning (Sanger, 2020_[167]). In turn, various pedagogical approaches can support students’ sense of belonging, self-efficacy and engagement (Alfassi, 2003_[168]). To be inclusive, pedagogies should take students’ diverse experiences into consideration and be informed by active dialogue with them (Dewsbury and Brame, 2019_[169]). By learning about the diverse identities and experiences of students in the classroom, teachers can implement effective context-specific methods that consider the diverse needs and characteristics of each classroom setting (Dewsbury, 2017_[170]). Recognising the role that pedagogy plays in promoting diversity and inclusion in the classroom and building on Bourdieu and Passeron’s (1990_[171]) pedagogical work, Gale, Mills and Cross (2017_[172]) conceptualise an inclusive pedagogical framework to address educational disadvantage. Gale, Mills and Cross (2017_[172]) present a socially inclusive pedagogy that goes beyond the understanding that education can be socially inclusive through provision, access or resourcing alone. Based on three principles, this pedagogy aims to support the inclusion of more vulnerable and marginalised students both in schools and in teacher education institutions. The three principles for a socially inclusive pedagogy are:

- i. a *belief* that all students add value to the learning environment
- ii. a *design* that values diversity while promoting access to and enabling engagement with dominance
- iii. *actions* that work with students and their communities.

A pedagogy grounded on these three principles can contribute to establishing an educational approach that reshapes discriminatory social constructs to value diverse

identities in the classroom. It envisions teaching and learning strategies where critical thinking and open discussions largely contribute to exploring and learning about the diverse identities and experiences of all students (Gale, Mills and Cross, 2017^[172]).

Among the pedagogical strategies to implement for inclusive teaching to all students in the classroom, engaging students with open, rich visuals and creative tasks represents an effective approach in disciplines such as mathematics. It entails allowing students to engage in deep learning by allowing them to use intuition and thought, and to choose a method to carry out a task. This approach corresponds to the pedagogical approach envisaged by Professor Jo Boaler and colleagues at Stanford University to engage all students in the subject (see Box 3.1).

Box 3.1. Inclusive pedagogical approaches for engaging all students in mathematics

Youcubed is a Stanford University-based platform that aims to educate and empower mathematics teachers to engage all students in the subject. It provides accessible and practical support to teachers through professional learning opportunities. The platform connects evidence-based research on how to enhance student engagement and achievement in mathematics with practical strategies. In particular, the training offered aims to provide teachers with the necessary tools to develop pedagogies and strategies to allow all students to thrive in the discipline.

The platform was formed by Jo Boaler, Professor at Stanford University, whose work has investigated factors leading to and strategies to overcome disparities in achievement in mathematics among diverse student groups, notably female and male students. The research carried out by Boaler and colleagues has informed the pedagogical approaches proposed by Youcubed. The platform's pedagogies converge around evidence from neuroscience showing that individuals achieve success in mathematics through learning and practice, rather than innate ability. According to Boaler and colleagues, there are two main approaches to teaching mathematics to students:

- i. *Teaching students methods and allowing them to repeat the exercises.* This is widely used but the methods taught often lack meaning for students. Under this approach, students do not generally select a method themselves, but only apply the method taught by the teacher. Instead, allowing students to select a method represents a core part of mathematics.
- ii. *Engaging students in open, rich visual and creative tasks.* This approach allows students to use their thinking and intuition, and adopt methods that can be useful to undertake the task. It enables students to learn more deeply and engage in the acts of choosing and connecting ideas. While this approach is more effective, teachers often have limited time to support all students in open tasks that allow them to adopt different methods.

Evidence shows positive outcomes for teachers and students using Youcubed's pedagogical approaches. Among others, Anderson, Boaler and Dieckmann (2018^[173]) demonstrate that different forms of professional learning are useful to eradicate learning myths held by both teachers and students and that, as mathematics learners, teachers

have space for identity work⁹. Their study shows significant improvements in maths tests as well as positive outcomes in student beliefs and teachers' instructional practice. This is in line with the broader impacts of Youcubed's pedagogical approaches, such as higher persistence, engagement and growth mindset. Benefits of these pedagogies also comprise an average of 50% improvement in test scores and increases in grade point averages, not only in mathematics but also in science, language arts and an overall grade point average (Youcubed - Stanford Graduate School of Education, 2020_[174]).

Developing inclusive pedagogies

The Inclusive Pedagogical Approach in Action (IPAA) is a framework designed to support teachers in developing and evaluating inclusive pedagogical practices to address the needs of all students. The framework was designed in the context of the Inclusive Practice Project (IPP), a research and development project funded by the Scottish Government to support Aberdeen University's School of Education in redesigning its Professional Graduate Diploma in Education for post-graduate prospective primary or secondary teachers (Florian and Sprat, 2013_[175]). The framework can be used both in initial teacher education and professional learning as a practical means for prospective and practising teachers to design and assess their pedagogical approaches (Florian, 2014_[176]). The IPAA is based on three main principles:

- i. Diversity must be acknowledged as an essential element of human development in any conceptualisation of learning.
- ii. Teachers must believe (can be convinced) that they are capable of teaching all students.
- iii. The teaching profession must continually develop creative new ways of working with others (Florian and Sprat, 2013_[175]).

Each principle is associated with key actions, challenges, themes and objectives. The following Table (Table 3.1) represents the IPAA framework as first designed and implemented during the Inclusive Practice Project. Together with the Universal Design for Learning (see Section 3.1.5), the IPAA has become a key tool for teachers and other education stakeholders to develop inclusive education practices.

⁹ Identity work “consists of the cognitive, discursive, physical, and behavioral activities that individuals undertake with the goal of forming, repairing, maintaining, strengthening, revising, or rejecting collective, role, and personal self - meanings within the boundaries of their social contexts (Caza, Vough and Puranik, 2018, p. 895_[321]).

Table 3.1. The Inclusive Pedagogical Approach in Action (IPAA)

Principle/Assumption	Key actions	Key challenges	Key professional course themes	Key objectives
<i>Diversity must be acknowledged as an essential element of human development in any conceptualisation of learning</i>	Replacing deterministic views of ability with a concept of transformability (i.e. embracing a growth mindset approach) Accepting that diversity is an element intrinsic to human condition Rejecting the belief that the presence of some will hold back the progress of others Believing that all students can progress (if conditions are right)	Bell-curve thinking and notions of fixed ability still underpin the structure of schooling	Understanding learning	Rejecting deterministic views of ability
<i>Teachers must believe (can be convinced) that they are capable of teaching all students</i>	Demonstrating how the difficulties students experience in learning can be considered dilemmas for teaching rather than problems within students	The identification of difficulties in learning and the associated focus on what the student cannot do often puts a ceiling on learning and achievement Teachers must abandon the idea that some students are not their responsibility	Understanding social justice	Commitment to the support of all students Belief in own capacity to promote learning for all students
<i>The teaching profession must continually develop creative new ways of working with others</i>	Modelling (creative new) ways of working with and through others	Changing thinking about inclusion (from “most” and “some” to everybody)	Becoming an active professional	Willingness to work (creatively) with and through others

Source: Table readapted from Florian and Sprat (2013^[175]), Enacting inclusion: a framework for interrogating inclusive practice, <https://doi.org/10.1080/08856257.2013.778111>.

3.1.2. Rethinking student curricula for diversity and inclusion

In today’s diverse classrooms, curricula must be designed, presented and taught to include a multiplicity of perspectives and voices. Through the ways in which it includes diverse stories, narratives and representations, the curriculum can play an important contribution to normalising diversity, people and values (Bryan-Gooden, Hester and & Peoples, 2019^[177]). Across various disciplines, curricula have traditionally focused on knowledge produced by dominant groups, along with historical under-representation of non-dominant groups, such as women, national minorities and ethnic groups (Peters, 2015^[178]; Picower, 2009^[179]). Ensuring that curricula become inclusive is key to promoting diverse representations in what students learn. In the long-run, diversity-conscious curricula can, among others, decrease the levels of racial bias among students, which is key to social cohesion (Rutigliano, 2020^[180]).

An inclusive curriculum is a curriculum that “takes into consideration and caters for the diverse needs, previous experiences, interests and personal characteristics of all learners. It attempts to ensure that all students are part of the shared learning experiences of the classroom and that equal opportunities are provided regardless of learner differences” (UNESCO, 2020^[181]).

Overall, across OECD countries, evidence from PISA 2018 from 18 participatory countries and economies shows that teachers generally include respect for cultural diversity, knowledge of and openness to other cultures, as well as critical thinking. However, intercultural communication and foreign languages are less widely included in the lessons delivered (OECD, 2020_[51]). In turn, teachers' ability to select and include content related to diversity and inclusion not only depends on the intended curriculum but also the degree of autonomy that teachers have in adapting and teaching the curriculum (OECD, 2020_[51]). At the central level, despite growing attention to issues of diversity and inclusion, many education systems are still far from having comprehensive curriculum policy frameworks in place. For example, in Europe, 23 out of 49 countries still do not explicitly include sexual orientation and gender identity in the curricula (UNESCO, 2020_[16]). Furthermore, many European countries do not have curricula that inclusively address the needs of Roma students, with little to no reference to Roma culture and history (Rutigliano, 2020_[180]).

Designing a diverse and inclusive curriculum

In the classroom, diversity and inclusion can be promoted in the selection of content being taught or through more indirect tools when the subject does not allow for much content diversification. Whenever possible, teachers can adapt curricula to make them more inclusive, by presenting content, statistics, illustrations, examples and stories that promote a diversity of perspectives and representations. In secondary school, for example, geography lessons on migration may include a focus on the push and pull factors leading diverse population groups, such as people belonging to LGBTQI+ communities¹⁰ or ethnic minorities, to migrate within and across countries (Stonewall, 2018_[182]). In primary school maths lessons, the wording of the problems alone can help promote diversity and inclusion for diverse population groups, including gender identity, for instance, "Laura builds a tree house with her Mums. The perimeter of Laura's tree house is 12m. What could the area be?" (Stonewall, 2019_[183]).

Adapting can be achieved more easily in some subjects than others. In physical education, ensuring that adequate content and activities, as well as adequate forms of delivery, are available is key to rendering the subject more inclusive for a diversity of student needs, including dimensions of gender and diverse physical abilities (see Box 3.2). In early childhood education and care (ECEC), promoting diversity and inclusion through the choice of toys and colours included in classroom activities can be effective strategies to enhance diversity and inclusion for students with diverse identities, including ethnic, migration, gender and physical abilities (see Box 3.3).

When including diverse content is not possible, opening discussions on the lack of content diversity can be a strategy to raise awareness on issues around diversity and inclusion. For example, while most of Western philosophy curricula focus on knowledge produced by white men (Peters, 2015_[178]), openly acknowledging and questioning this in the classroom can be useful. In particular, critically reflecting with students on matters related to the lack of diversity and inclusion in the curriculum can be a strategy to acknowledge traditional dominance of certain social groups in the production of knowledge.

¹⁰ The acronym LGBTQI+ refers to lesbian, gay, bisexual, transsexual, queer and intersexual individuals. The "+" is often added to the acronym to include individuals who neither self-identify as heterosexual/cisgender nor with the LGBTQI label (Santiago and Cerna, Forthcoming_[1]).

Box 3.2. Towards inclusive physical education

Physical education (PE) and health education (HE) are crucial to promoting student well-being in times when children and youths face increasing challenges linked to poor mental health (OECD, 2018^[184]) and obesity (OECD, 2017^[185]). With the further impact of COVID-19 on student physical and socio-emotional well-being (OECD, 2020^[140]), it becomes even more crucial to promote inclusive PE/HE.

Issues around exclusion in physical education remain largely diffused across education systems, with vulnerable student groups being left out or marginalised in the practice of physical education. For physical education (PE) and health education (HE) to be drivers of inclusion, it is important that the design and implementation of PE/HE curricula ensure access and participation opportunities for diverse students. This entails providing appropriate content and types of activities, adequate forms of deliveries, as well as diverse teacher profiles for PE/HE (OECD, 2019^[190]).

Similar strategies can increase the attractiveness of PE/HE for students who are currently more marginalised and less engaged in the subject. For instance, it is important that PE/HE curricula include gender and diverse ability guidelines and choices of activities to facilitate student participation and avoid the consolidation of stereotypes, biases and discrimination against more vulnerable students (OECD, 2019^[190]).

To make the content taught more diverse and inclusive, teachers must first recognise their own cultural frames of reference. They should also gain a diversity of skills to understand how their assumptions and beliefs influence their teaching, such as critical reflection and mitigating unconscious bias (see Section 3.2). In turn, when they incorporate the perspectives of students from diverse backgrounds in the content taught, teachers should avoid tokenising them¹¹. Tokenism can negatively affect marginalised individuals, *tokens*, as they can end up being viewed by others only in terms of their identity group memberships (Roberson et al., 2003^[187]). The phenomenon is linked to the concept of stereotype threat, which in psychology refers to the “concern of being viewed only through the lens of a negative stereotype” (Williams et al., 2013^[188]). In the classroom, stereotype threat can hinder participation and performance (Appel and Kronberger, 2012^[189]). To mitigate it, various student-focused interventions can be effective (see Section 4.2.1).

Box 3.3. Inclusive toys for early childhood education

The first five years of children’s lives play a crucial role for their development. In this period, children learn faster than they will ever do in the following life phases, and develop socio-emotional and cognitive skills that will be fundamental for their lifelong well-being (OECD, 2018^[190]). During these years, children understand and learn about the world by playing. In turn, play does not only teach children social competences, problem-solving, communication and creativity skills (OECD, 2015^[191]), but can also promote values of acceptance, inclusion and diversity (UNICEF, 2018^[192]). In this respect, the toys parents and teachers give children are important tools to convey values

¹¹ Tokenism can be defined as “actions that are the result of pretending to give advantage to those groups in society who are often treated unfairly in order to give the appearance of fairness” (Cambridge Dictionary, n.d.^[318]).

of acceptance, diversity and inclusion. Since, through their daily interactions, early childhood education and care (ECEC) teachers greatly participate in promoting children's development and well-being (OECD, 2019^[193]), the toys included in the playroom and classroom can enhance values of diversity and inclusion.

Dolls for diversity and inclusion

Teachers, parents and other ECEC stakeholders have increasingly focused on making the toy landscape more inclusive for a diversity of social identities. For example, dolls are now more diversified to represent the rich diversity of social identities – such as ethnicity, gender, gender identity and physical abilities – and promote more inclusive and diverse classroom environments (Perlman, Kankesan and Zhang, 2010^[194]). Dolls are also increasingly designed to replicate more realistic body proportions to convey positive messages of acceptance and inclusion.

Diversity in the representation of dolls' identities is important because it allows children to see themselves represented in the toy they are playing with. It also teaches children about diversity and inclusion towards all social identities. For example, including diverse physical abilities in toys and dolls does not only facilitate play routines among children with disabilities and/or other impairments, but it also reduces prejudice that children without disabilities may have towards children with disabilities (O'neill, McDonald and Jones, 2018^[195]). Additionally, gender-neutral dolls have been used to overcome binary understandings of gender as well as to break down gender norms around playing with dolls. As a matter of fact, evidence shows that playing with dolls can enhance empathy development in boys (Straske, 2019^[196]).

A rainbow of colours

Colours play an important role in promoting diversity and inclusion and overcoming stereotypes. Wong and Hines (2015^[197]) show that, once acquired, traditional gender-colour coding preferences (blue for boys and pink for girls) influence toy preferences, especially for gender-atypical toys and for boys. By strengthening differences between toy preferences among girls and boys, gender-colour coding preferences can accentuate gender stereotypes and preferences. Hence, eliminating gender-colour coding of toys can promote more equal and inclusive learning opportunities.

With this in mind, the toy industry has increasingly produced more gender-neutral toys without the traditional gender-colour coding. Similarly, pastel colours and crayons inclusive of all skin colours have been increasingly used to promote diversity and inclusion, thereby overcoming the traditional labelling of peach-coloured crayons as "skin colours".

Assessing diversity and inclusion in the curriculum

Assessing how and the extent to which the curriculum includes and normalises values and principles of diversity and inclusion is an important means to evaluate the state of inclusive teaching and learning. The Culturally Responsive Curriculum Scorecard is a tool designed by the Metropolitan Center for Research on Equity and the Transformation of Schools (New York University Metro Center) to support teachers as well as other education stakeholders to assess diversity, inclusion and culturally responsiveness in English Language Arts curricula (Bryan-Gooden, Hester and & Peoples, 2019^[177]).

The Culturally Responsive Curriculum Scorecard provides guidelines to assess the curriculum along three main sections: *representation*, *social justice orientation* and *teaching material*. For each section, the tool provides key statements to be ranked against

a continuum going from “Very satisfied” (+2 points) to “Not satisfied” (-2). An overview of the three main sections and a selection of statements included in the Culturally Responsive Curriculum Scorecard are reported in the Table below (

Table 3.2).

Table 3.2. The Culturally Responsive Curriculum Scorecard by NYU Metro Center

Section	Description	Some statements included
Representation	The section on representation can help assess how and the extent to which diversity in student populations and broader society is included in the curriculum. It aims to evaluate both the symbolic representation of characters and authors by gender, ethnicity, ability and other characteristics as well as the extent to which the curriculum represents diverse characters as central and multi-dimensional without stereotyping.	<ul style="list-style-type: none"> • Diverse family structures (e.g. single parents, adopted or foster children, same-sex parents) are represented. • Social situations and problems are not seen as individual problems but are situated within a societal context. • Characters of diverse cultural backgrounds are not represented stereotypically, or presented as foreign or exotic.
Social justice orientation	The section aims to assess the extent to which the curriculum centres multiple perspectives, including those of traditionally marginalised groups in society. It allows to evaluate how the curriculum contributes to connecting academic content to real-life experiences of diverse groups as well as developing critical consciousness in students to examine their own perspectives and the experiences of others.	<ul style="list-style-type: none"> • Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse ethnicity, class, gender, ability, and sexual orientation can relate and participate fully. • The curriculum presents different points of view on the same event or experience, especially points of view from marginalised people/communities. • The curriculum communicates an asset-based perspective by representing people of diverse ethnicities, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies.
Teaching material	This section aims to assess any teaching guidance and manuals provided to teachers to support the implementation of the curriculum. The section evaluates the extent to which teaching materials provide guidance to teachers to adapt lessons and content based on the characteristics of their student population.	<ul style="list-style-type: none"> • Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class. • Guidance is provided on customising and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population. • Guidance is provided on making real-life connections between academic content and the local neighbourhood, culture, environment and resources.

Source: Bryan-Gooden, Hester and & Peoples (2019^[177]), Culturally Responsive Curriculum Scorecard, <https://steinhardt.nyu.edu/sites/default/files/2020-12/CRE%20Scorecard%20Revised%20Aug%202020.pdf> (accessed on 26 January 2021).

3.1.3. Making assessments inclusive

Assessment is a core component of the education process (OECD, 2008^[198]) as it focuses on monitoring the learning outcomes of each student (OECD, 2019^[199]). There are different types of assessments depending on the function that the assessment process aims to serve, the main ones being summative and formative (OECD, 2013^[200]).

Summative and formative assessment for inclusive teaching

Summative assessment refers to summary assessments of student performance, such as tests, exams and end-of-year grading. This typology of assessments is employed for promoting students, giving certifications and diplomas, as well as admitting students into higher educational levels. This assessment typology is often referred to as assessment of learning (Looney, 2011^[201]). Research shows that, in their objectives and strategies,

summative assessments do not often incorporate a reflection of diverse cultural ways of interacting as they are generally designed for cultural majority groups (Del Rosario Basterra, Trumbull and Solano Flores, 2011_[202]).

Assessments can also be formative, which include more frequent and interactive assessments of student learning in the classroom, envisaged to identify student learning needs and adjust teaching strategies. Formative assessment is also understood as assessment *for* learning (Looney, 2011_[201]). Teachers who actively adopt formative assessments appear to be better prepared to meet diverse student needs (OECD, 2008_[198]). Formative assessment can support teachers in adjusting their teaching methods to meet diverse student needs, depending on their individual backgrounds and experiences, which can be influenced by cultural, and linguistic factors, amongst others (Ibid.).

Designing and implementing inclusive assessment

When preparing assessments, teachers should take into account the diversity of ways through which they can assess students more inclusively. Teachers can scaffold summative assessments by breaking them into smaller assignments throughout the unit, acknowledge class participation as an assessment component and offer students a diversity of assessment typologies to test their learning (Kenyon, 2018_[203]). When designing assessments, teachers should keep in mind the diverse needs of students in the classroom. For example, for students with attention-deficit hyperactivity disorder (ADHD), eliminating or reducing timed tests can be an effective strategy to support them, together with technology to assist them with tasks (Mezzanotte, 2020_[89]), with assistive technology more generally suitable to supporting students with different special education needs in the assessment process (Brussino, 2020_[3]).

When preparing the typology and content of an assessment, teachers should carefully examine the tone and framing of the assessment and questions proposed to avoid bias towards students from a diversity of backgrounds and experiences. Teachers should also provide students with clear assessment criteria, examples of questions and assessment structures to facilitate student preparation and learning (Columbia Center for Teaching and Learning, 2020_[204]). For example, teachers should be aware of diverse cultural ways of communicating and participating that may affect the performance of students from immigrant backgrounds in the assessment process (Nortvedt et al., 2020_[205]). As a matter of fact, assessments demanding critical reflection and discussion may be more challenging for students from diverse cultural backgrounds, where harmony is favoured over discussion and disagreement (Civil and Hunter, 2015_[206]).

When evaluating student performance, teachers can apply blind-grading techniques, group and peer evaluations, as well as student self-evaluations. For example, the OECD (2015_[207]) shows that teachers tend to grade girls higher than boys, given what would be expected from student performance in PISA 2012. The gender gap in grading appears much wider in language-of-instruction courses than in mathematics. This suggests that teachers' evaluations may be affected by conscious or unconscious gender stereotyped biases concerning girls' and boys' strengths and weaknesses in school subjects. By grading students in such a biased manner, teachers reinforce gender stereotyped norms among students and their families (Ibid.).

Similarly, Lavy and Sand (2015_[208]) show that girls tend to score higher than boys in maths assignments when name-blind tests are carried out; when assignments are not name-blinded, teachers tend to give boys higher grades. The effects are intensified by families' socio-economic status and structure: girls from lower socio-economic status and whose fathers have a higher educational level than the mothers' are affected the most. Likewise, evidence shows that blind grading can minimise teacher biases (Malouff, Emmerton and

Schutte, 2013^[209]), together with increasing student belief in the accuracy of the assessment grade (Yale Poorvu Center for Teaching and Learning, 2020^[210]). However, blind grading may not allow teachers to track individual student progress on assessments and may be more difficult to implement in handwritten assessments, which are harder to anonymise (Ibid.). Also, blind-grading is difficult to implement when there are multiple versions of a summative assessment, for example adapted versions for students with SEN and non-native-speakers.

Timing also contributes to making assessments more inclusive. The feedback teachers provide must be timely and frequent to enable all students to learn from the assessment process (Columbia Center for Teaching and Learning, 2020^[204]). For example, for students with ADHD, positive reinforcement and feedback are commonly used accommodations to support their learning (Mezzanotte, 2020^[89]). Additionally, the more time teachers spend on marking assessments, the higher the levels of student socio-emotional development (OECD, 2021^[211]).

3.1.4. A summary of key elements for inclusive teaching

Pedagogies, curricula and assessments represent three key elements to design and implement inclusive teaching strategies. For each element, Table 3.3 summarises its conceptualisation, rationale and practices from OECD countries outlined in the previous sections.

Table 3.3. Three main elements for inclusive teaching

Element	Conceptualisation	Rationale	Practical examples
Inclusive pedagogy	A pedagogy can be defined as “repeated patterns or sets of teaching and learning practices that shape the interaction between teachers and learners” (Peterson et al., 2018, p. 8 ^[163]). An inclusive pedagogical approach is “underpinned by a shift in pedagogical thinking from an approach that works for most learners existing alongside something ‘additional’ or ‘different’ for those (some) who experience difficulties” (Florian and Black-Hawkins, 2011 ^[164]).	The inclusive pedagogical approach aims to provide an answer to questions concerning how individual students can receive the support they need without being treated differently from other students in the classroom. Key elements of inclusive pedagogical approaches are supporting sense of belonging, self-efficacy and engagement of all students (Florian and Sprat, 2013 ^[175]) (Alfassi, 2003 ^[168] ; Florian and Sprat, 2013 ^[175] ; Sanger, 2020 ^[167]). Inclusive pedagogies should be informed by the diverse experiences of the students in the classroom through active dialogue with them (Dewsbury and Brame, 2019 ^[169]).	Designing and assessing inclusive pedagogical approaches: <ul style="list-style-type: none"> • E.g. Youcubed, a Stanford-based platform providing pedagogical approaches for engaging all students in mathematics (Youcubed - Stanford Graduate School of Education, 2020^[174]). • E.g. the Inclusive Pedagogical Approach in Action (IPAA) is a framework designed to support teachers in developing and evaluating inclusive pedagogical practices to inclusively address the needs of all students (Florian and Sprat, 2013^[175]).
Inclusive curriculum	An inclusive curriculum “takes into consideration and caters for the diverse needs, previous experiences, interests and personal characteristics of all learners. It attempts to ensure that all students are part of the shared learning experiences of the classroom and that equal opportunities are provided regardless of learner differences” (UNESCO, 2020 ^[181]).	Curricula must be designed, presented and taught to include a multiplicity of perspectives and voices. <ul style="list-style-type: none"> • Diversity and inclusion can be promoted in the selection of the content being taught or through more indirect tools; • To design inclusive curricula, teachers must recognise their own cultural frames of reference and understand how their assumptions and beliefs influence their teaching; • Teachers should avoid tokenising students. 	Designing a diverse and inclusive curriculum: <ul style="list-style-type: none"> • In ECEC: more diverse and inclusive representation of social identities through dolls and toys (O’neill, McDonald and Jones, 2018^[195]; Perlman, Kankesan and Zhang, 2010^[194]; Straske, 2019^[196]); refraining from adopting and teaching gender-colour coding; providing a rainbow of skin colours beyond the traditional peach colour (Wong and Hines, 2015^[197]). • In Physical Education: providing appropriate content and types of activities and adequate forms of deliveries (OECD, 2019^[186]). Assessing diversity and inclusion in the curriculum: <ul style="list-style-type: none"> • The Culturally Responsive Curriculum Scorecard is a tool designed by the Metropolitan Center for Research on Equity and the Transformation of Schools to support teachers and other education stakeholders to assess diversity, inclusion and culturally responsiveness (Bryan-Gooden, Hester and & Peoples, 2019^[177]).

Inclusive assessment	Formative and summative assessment should be designed and implemented taking into account the diverse needs and learning styles of all students.	Teachers who actively adopt formative assessments appear to be better prepared to meet diverse student needs (OECD, 2008 ^[198]). It can support teachers in adjusting their teaching methods to meet the diversity of student needs.	Teachers can develop and implement inclusive assessment by: <ul style="list-style-type: none"> • Scaffolding summative assessments into smaller assignments throughout the unit (Kenyon, 2018^[203]); • Acknowledging class participation as an assessment component (Kenyon, 2018^[203]); • Proposing students a diversity of assessment typologies (Kenyon, 2018^[203]); • Providing timely and frequent feedback (Columbia Center for Teaching and Learning, 2020^[204]); • Employ blind-grading techniques, group and peer evaluations, and student self-evaluations.
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Sources: Alfassi (2003^[168]), Promoting the will and skill of students at academic risk: An evaluation of an instructional design geared to foster achievement, self-efficacy and motivation; Bryan-Gooden, Hester and Peoples (2019^[177]), Culturally Responsive Curriculum Scorecard, <https://steinhardt.nyu.edu/sites/default/files/2020-12/CRE%20Scorecard%20Revised%20Aug%202020.pdf> (accessed on 26 January 2021); Columbia Center for Teaching and Learning (2020^[204]), Guide for Inclusive Teaching at Columbia, <https://cpb-us-w2.wpmucdn.com/edblogs.columbia.edu/dist/8/1109/files/2020/02/Guide-for-Inclusive-Teaching-at-Columbia-Accessibility-Revisions-15-January-2020-FINAL.pdf> (accessed on 1 October 2020); Dewsbury (2017^[170]), Context Determines Strategies for ‘Activating’ the Inclusive Classroom, <https://doi.org/10.1128/jmbe.v18i3.1347>; Dewsbury and Brame (2019^[169]), Inclusive teaching, <https://doi.org/10.1187/cbe.19-01-0021>; Florian and Black-Hawkins (2011^[164]), Exploring inclusive pedagogy, <https://doi.org/10.1080/01411926.2010.501096>; Florian and Sprat (2013^[175]), Enacting inclusion: a framework for interrogating inclusive practice, <https://doi.org/10.1080/08856257.2013.778111>; Keynon (2018^[203]), Best Practices for Inclusive Assessment, <https://learninginnovation.duke.edu/blog/2018/11/inclusive-assessment/> (accessed on 5 October 2020); OECD (2019^[186]), Making Physical Education Dynamic and Inclusive for 2030: International Curriculum Analysis, https://www.oecd.org/education/2030-project/contact/OECD_FUTURE_OF_EDUCATION_2030_MAKING_PHYSICAL_DYNAMIC_AND_INCLUSIVE_FOR_2030.pdf (accessed on 2 October 2020); OECD (2008^[198]), Assessment for Learning Formative Assessment, <https://www.oecd.org/site/educeri21st/40600533.pdf> (accessed on 5 October 2020); Peterson et al. (2018^[163]), Understanding innovative pedagogies: Key themes to analyse new approaches to teaching and learning, <https://dx.doi.org/10.1787/9f843a6e-en>; UNESCO (2020^[181]), Inclusive Curriculum, <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/i/inclusive-curriculum> (accessed on 9 October 2020); Youcubed – Stanford Graduate School of Education (2020^[174]) Youcubed, <https://www.youcubed.org/mathematical-mindset-teaching-resources/> (accessed on 26 October 2020).

3.1.5. The Universal Design for Learning: A key tool for inclusive teaching

The Universal Design for Learning (UDL) is a useful tool to support teachers and education stakeholders in designing and implementing inclusive teaching through pedagogies, curricula and assessments. The UDL provides clear principles and guidelines on how to make the learning process more flexible and effective for diverse student needs. It is a framework that aims to enhance teaching to and learning for all students. Stemming from scientific evidence on how humans learn, the UDL is based on three principles (CAST, 2018^[212]):

- i. **Multiple means of engagement:** Students can be motivated or engaged in diverse ways as various factors contribute to influencing their engagement, such as culture, background knowledge and neurology. There can be differences in the predilection for spontaneity over routine or working in groups rather than alone. Providing different alternatives for engaging students is essential as there is not an optimal engagement strategy that suits all students.

- ii. **Multiple means of representation:** Students understand and process information differently. Some may learn faster and more easily through visual or auditory material, others via written texts. Additionally, learning and the transfer of learning happen through the use of different representations as this allows students to make connections between and within concepts. Hence, providing different means of representation is critical.
- iii. **Multiple means of action and expression:** Students approach learning tasks and express themselves in different ways. For instance, factors such as physical impairments, learning difficulties and language barriers may influence the way students navigate learning settings and express themselves. Also, action and expression are the result of acquired strategies, organisation skills and practice that may differ among students. Thus, providing diverse alternatives for action and expression is crucial.

The UDL is particularly helpful in increasingly diverse classrooms, as it aims to support diverse learning needs and styles through flexibility. Indeed, by providing students with different means by which to interact with learning material and adapting information to students (rather than asking students to adapt to the information), the UDL can better accommodate students' needs and learning in diverse classrooms (CAST, 2018_[212]).

Universal Design for Learning Guidelines are available for teachers and other education stakeholders to implement the UDL framework. These guidelines provide practical suggestions to develop inclusive teaching and learning strategies that can promote the well-being of all students (see Table 3.4).

Table 3.4. Universal Design for Learning Guidelines

Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action and Expression
Provide options for Recruiting Interest: <ul style="list-style-type: none"> Optimise individual choice and autonomy Optimise relevance, value and authenticity Minimise threats and distractions 	Provide options for Perception: <ul style="list-style-type: none"> Offer ways of customising the display of information Offer alternatives for auditory information Offer alternatives for visual information 	Provide options for Physical Action: <ul style="list-style-type: none"> Vary the methods for response and navigation Optimise access to tools and assistive technologies
Provide options for Sustaining Effort and Persistence: <ul style="list-style-type: none"> Heighten salience of goals and objectives Vary demands and resources to optimise challenge Foster collaboration and community Increase mastery-oriented feedback 	Provide options for Language and Symbols: <ul style="list-style-type: none"> Clarify vocabulary and symbols Clarify syntax and structure Support decoding of text, mathematical notation and symbols Promote understanding across languages Illustrate through multiple media 	Provide options for Expression and Communication: <ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction and composition Build fluencies with graduated levels of support for practice and performance
Provide options for Self-Regulation: <ul style="list-style-type: none"> Promote expectations and beliefs that optimise motivation Facilitate personal coping skills and strategies Develop self-assessment and reflection 	Provide options for Comprehension: <ul style="list-style-type: none"> Activate or supply background knowledge Highlight patterns, critical features, big ideas and relationships Guide information processing and visualisation Maximise transfer and generalisation 	Provide options for Executive Functions: <ul style="list-style-type: none"> Guide appropriate goal-setting Supporting planning and strategy development Facilitate managing information and resources Enhance capacity for monitoring progress

Source: CAST (2018_[212]), Universal Design for Learning Guidelines, <http://udlguidelines.cast.org> (accessed on 15 October 2020).

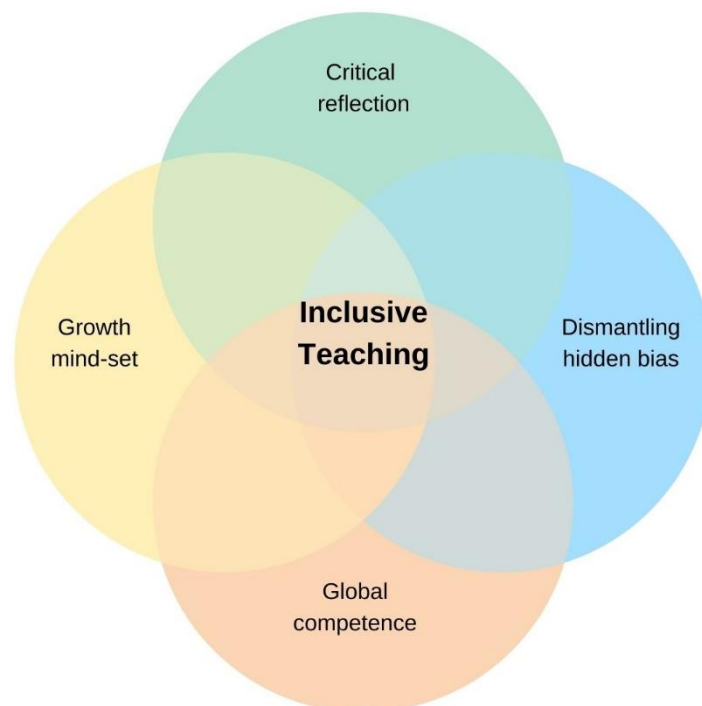
The Universal Design for Learning in the virtual classroom

In the context of online learning due to school closures and intermittent school re-openings during the COVID-19 pandemic, the UDL has been employed by teachers and education settings to implement inclusive teaching strategies. In particular, the three main principles of the UDL can be flexibly adapted to online learning to ensure that all students thrive in the virtual classroom. Teachers can enhance multiple means of representation by providing content through diverse modalities and formats, easily adaptable to individual student needs (for example, adding captions and transcripts to video lessons and providing content in formats that can be adapted in terms of colours, fonts, sizes, etc.). Teachers can promote multiple means of engagement by encouraging student autonomy, discussion and collaboration to design activities in the virtual classroom. In addition, teachers can enhance multiple means of action and expression through formative assessments, allowing for frequent and informal feedback, as well as online discussions during classroom interactions (Columbia University, 2020_[213]).

3.2. Core competences and skills

Teachers must be equipped with a variety of competences that allow them to promote inclusive teaching environments. The development of this set of skills requires teachers to be open to question their own assumptions and beliefs to navigate their mindsets critically, learn how their hidden biases and prior experiences influence their decision-making and actions in the classroom, and learn strategies to mitigate them. Some of these competences include critical reflection, dismantling hidden biases, global competence and promoting a growth mindset approach (Figure 3.2).

Figure 3.2. Core competences for inclusive teaching



Note: While focusing on these four competences, the author acknowledges that other competences and skills contribute to developing inclusive teaching strategies and practices.

3.2.1. Critical reflection

Critical reflection refers to the process by which individuals identify the assumptions behind their actions, understand the historical and cultural origins of these assumptions, question their meaning and develop alternative ways of acting (Cranton, 1996_[214]). As identities shape how individuals perceive the world and others, as well as how they are perceived by others, critical reflection becomes crucial to navigating one's own identities and assumptions. Critical reflection can also help acknowledge and explore social constructs and the way in which perception of various dimensions of identities, such as gender, gender identity, sexual orientation, ethnicity, socio-economic status and diverse physical abilities, contributes to creating sources of marginalisation and discrimination.

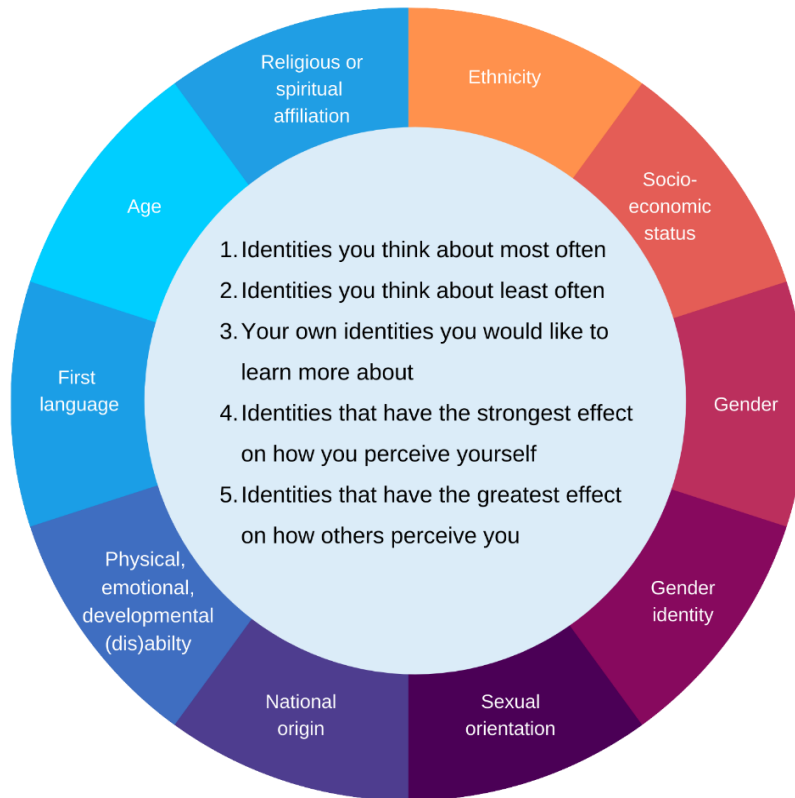
Since teachers' own identities may affect how they teach and how their students learn, engaging in critically reflective practices becomes crucial to navigating assumptions and promoting more inclusive classroom environments. When teachers critically reflect upon their identities, they can better understand and navigate the perspectives they take into the classroom, the assumptions they make about the way they teach and the content they teach (Shandomo, 2010_[215]). By critically asking questions about social structures and spaces, teachers can enhance their agency and take transformative action to promote positive learning environments for all (Egbo, 2011_[216]).

Social identity wheel and self-reflection prompts

To support teachers in engaging in a critical reflection process, strategies such as the social identity wheel and self-reflection prompts are often used (Figure 3.3). The social identity wheel is an exercise that encourages individuals to reflect on their social identities and how these have an impact on how they perceive others and/or are perceived by others. In the exercise, individuals have to classify various identities, such as gender, age, ethnicity, socio-economic status and sexual orientation, ranking those that are of greatest matter in their self-perception, as well as those that play a greater role in other people's perception of them (University of Michigan, 2020_[217]).

The social identity wheel can be supported by self-reflection questions, such as those presented in Columbia University's massive open online course (MOOC) "Inclusive Teaching: Supporting All Students in the College Classroom" (2020_[218]):

- Which aspects of your identity did you mark as particularly meaningful to you? Why?
- Which aspects of your identity did you mark as less meaningful? Why?
- Why do you think about some aspects of your identity more than others?
- Which aspects of identity hadn't you thought of before completing this activity? Why do you think that is?
- What aspects of your identity do you think are apparent to students? Which aspects may they not perceive as readily?
- How do you think your identities impact your interactions with your students in the classroom space?

Figure 3.3. Social identity wheel

Source: Adapted from University of Michigan (2020^[217]), Social Identity Wheel, <https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/social-identity-wheel/> (accessed on 1 October 2020).

3.2.2. Dismantling hidden bias

All individuals have attitudes and stereotypes that influence the way they understand, act and make decisions in unconscious manners. A hidden bias can be defined as a “behaviour that arises from subconscious associations, which may even contradict someone’s explicit values” (Suttie, 2016^[219]). Teachers, as students, participate in the classroom with unconscious biases. As with any other individual, teachers’ assumptions and beliefs are shaped by a diversity of factors, such as their previous experiences, personal interactions and stereotypes, which have an impact upon their interactions and decision-making process in the classroom.

Teachers can accentuate these biases when they only rely on their cultural frames of reference, use language that is not inclusive of all students or favour students who share their own perspectives and viewpoints. In turn, teachers’ hidden biases can negatively affect student performance, self-expectation and learning (Cherng, 2017^[220]; Lavy and Sand, 2015^[208]).

Teachers’ biases can be induced by various dimensions of student diversity, such as gender, ethnicity, immigrant backgrounds and socio-economic status. For example, evidence from the OECD (2015^[207]) and Lavy and Sand (2015^[208]) presented in Section 3.1.3 shows how conscious and unconscious gender stereotyped biases among teachers can influence the way in which teachers award grades to girls and boys, thereby reinforcing gender stereotyped social norms among students and families. Another study on teachers’ biases

towards students from immigrant backgrounds in Italian middle schools shows that maths teachers with stronger stereotypes award lower grades to students with immigrant backgrounds compared to native students with the same performance, while literature teachers do not. Informing teachers of their own stereotypes before awarding term grades leads to awarding higher grades to students with immigrant backgrounds (Alesina et al., 2018^[221]). Cognitive priming experiments show that apparently innocent stimuli associated with unconscious biases and stereotypes among teachers can have an impact on the performances of out-group students (Dee and Gershenson, 2017^[222]).

Acknowledging how hidden biases can impact teachers' work in the classroom, it is essential that teachers navigate their own biases, the impacts these biases have on students and learn how to mitigate them. To do so, teachers can first cultivate awareness of their own biases and be open to discovering them critically, through strategies such as the Implicit Association Tests and reflection prompts (see Box 3.4). Teachers should acknowledge that, as in any social context, the classroom reflects an uneven distribution of power and privilege among students, with some students coming from dominant identity groups and others from more marginalised ones (Columbia Center for Teaching and Learning, 2020^[204]). Therefore, learning about students' experiences and backgrounds is crucial. This can be achieved by developing an empathic approach, both towards and among students, as a way of promoting student outcomes (see Section 4.2).

Box 3.4. Strategies to navigate implicit biases

Implicit Association Tests

Individuals have implicit beliefs and attitudes that they may be unwilling or unable to report. There exists a variety of psychological tests to measure these implicit biases and beliefs, the Implicit Association Test (IAT) being the most used and discussed method. The IAT measures the strength of associations between concepts and evaluations for diverse identities, such as gender, sexual orientation, ethnicity, religion and age.

An online platform by Harvard University's "Project Implicit" provides open access IATs to assess a diversity of hidden beliefs and attitudes. For instance, an IAT on implicit gender stereotypes related to career and family assesses the strength of association of mental constructs. It measures the relative strength through which women and men are associated with career and family concepts. This is assessed through a variety of factors, including the time it takes respondents to make the association pairings and the errors made while responding rapidly.

Despite its wide use, the IAT has also received criticism. Among others, some question the validity and reliability of its psychological measurement as – rather than measuring implicit beliefs and assumptions – the IAT would be more likely to assess familiarity, cultural knowledge and salience bias.

Reflection prompts

In the massive open online course (MOOC) "Inclusive Teaching: Supporting All Students in the College Classroom", Columbia University's Center for Teaching and Learning provides various self-reflection prompts for teachers to investigate their biases and attitudes, such as:

- What is an assumption you make about your students and how they learn? Where does this assumption come from? How has this assumption impacted your teaching practice?
- How do you get to know your students? How has learning about your students impacted the choices that you make in the classroom?
- How do you take students' linguistic, cultural, and educational backgrounds into account to design meaningful and relevant learning opportunities?
- What aspects of your students' identities do you feel you need to learn about to help you create more inclusive and supportive educational experiences?

Source: Columbia University (2020^[218]), Inclusive Teaching: Supporting All Students in the College Classroom, <https://www.edx.org/course/inclusive-teaching-supporting-all-students-in-the> (accessed on 2 October 2020); Project Implicit (2020^[223]), <https://implicit.harvard.edu/implicit/iatdetails.html> (accessed on 2 October 2020).

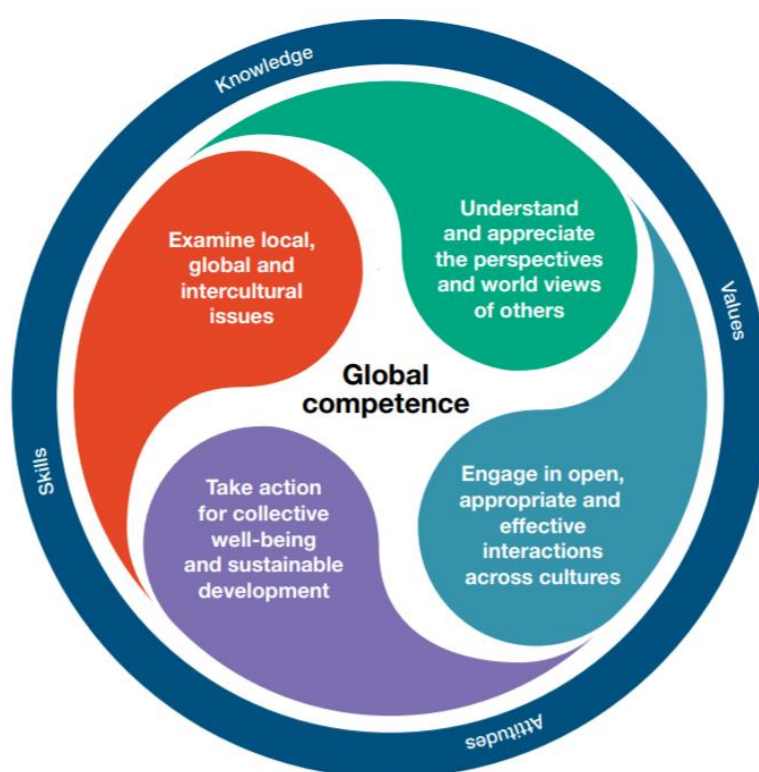
3.2.3. Global competence

The classroom environment has a considerable impact on students' development of values (OECD, 2018^[224]). In increasingly diverse classrooms and societies, global competence becomes a key asset that prospective teachers, practising teachers and students must cultivate to promote values of diversity and inclusion inside and outside of the classroom.

Often, teachers are not sufficiently equipped to promote diversity and inclusion in the classroom. They may find challenges in establishing open conversations about diversity and existing forms of discriminations for a variety of reasons. Teachers may lack experience and adequate preparation to engage with students from diverse backgrounds, as suggested by TALIS 2018 (see Section 1.3.3). There also remains a widespread assumption that discussions around diversity and discrimination can lead to contentious arguments. As a result, teachers may only focus on what they consider “safe” topics about diversity, such as cross-group resemblances, ethnic customs and culture, while avoiding conversations about discrimination, injustice and oppression (Gay, 2013^[53]).

To put forward values of diversity and inclusion effectively in the classroom, teachers must be equipped with knowledge and skills that develop their global competence and allow them to promote inclusive teaching practices. In line with PISA 2018, global competence can be defined as “the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development” (OECD, 2018, p. 7^[224]). Global competence requires a perspective-taking approach, adaptability, and diverse sets of skills, such as socio-emotional skills, including empathy, analysis, communication and conflict-resolution skills (OECD, 2018^[224]).

Figure 3.4. Dimensions of global competence



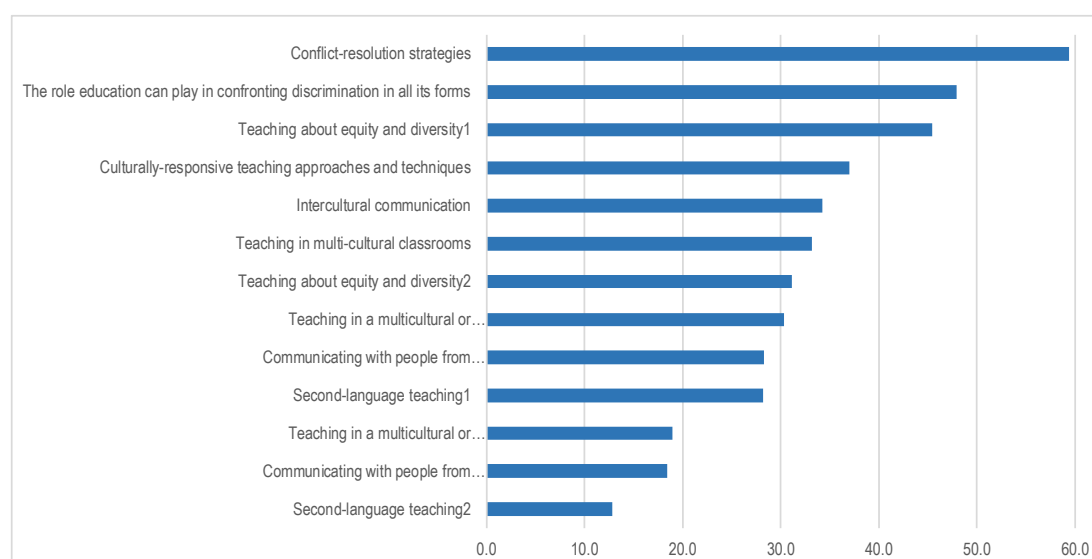
Source: OECD (2018^[224]), Preparing Our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework, <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf> (accessed on 22 October 2020).

Ad hoc training and continuous professional learning on global competence (see Section 4.2.2) are key tools for teachers to foster diversity and inclusion and fight discrimination, gain skills to understand and support diverse student needs, as well as a variety of observation, listening and communication techniques to promote intercultural dialogue and inclusion (UNESCO, 2006_[225]).

Results from PISA 2018 on global competence show that a great share of teachers tend to integrate intercultural matters in what they teach. Between 30 and 60% of students in the countries and economies included in the analysis attended schools whose teachers reported receiving training in areas related to global competence. In particular, high shares of students went to schools where teachers had attended training on conflict resolution (59%) and on confronting discrimination through education (48%). Many students also attended schools where teachers reported having undergone training on culturally-responsive teaching (37%), intercultural communication (34%) and teaching in multicultural settings (33%, see Figure Figure 3.5).

Figure 3.5. Teacher training for global competence (PISA 2018)

Percentage of teachers who received professional learning in the following areas, in schools attended by 15-year-olds



Notes:

¹ Included in initial teacher education programmes.

² Included in training activities in the previous 12 months.

The figure includes data collected from the teacher questionnaire included in PISA 2018 Volume VI completed by teachers in 18 countries and economies. These are OECD member countries (Chile, Germany, Korea, Portugal, Scotland (United Kingdom), Spain) and partners (Albania, Baku (Azerbaijan), Brazil, Dominican Republic, Hong Kong (China), Macao (China), Malaysia, Morocco, Panama, Peru, Chinese Taipei, United Arab Emirates).

Source: OECD (_[226]), PISA 2018 Database, <https://www.oecd.org/pisa/data/>, Table VI.B1.7.15 (accessed on 6 October 2020).

3.2.4. Growth mindset

The ways in which individuals conceive their intelligence, skills and knowledge can significantly affect their learning process and growth. In psychology, Dweck has extensively investigated the concept and positive impact of a growth mindset approach,

and differentiated it from a fixed mindset approach. Individuals with a fixed mindset believe they have a given amount of innate intelligence and skills, which cannot be further developed. Instead, through a growth mindset approach, individuals understand their abilities and knowledge as being developed through effort, strategies and support (Dweck, 2016^[226]).

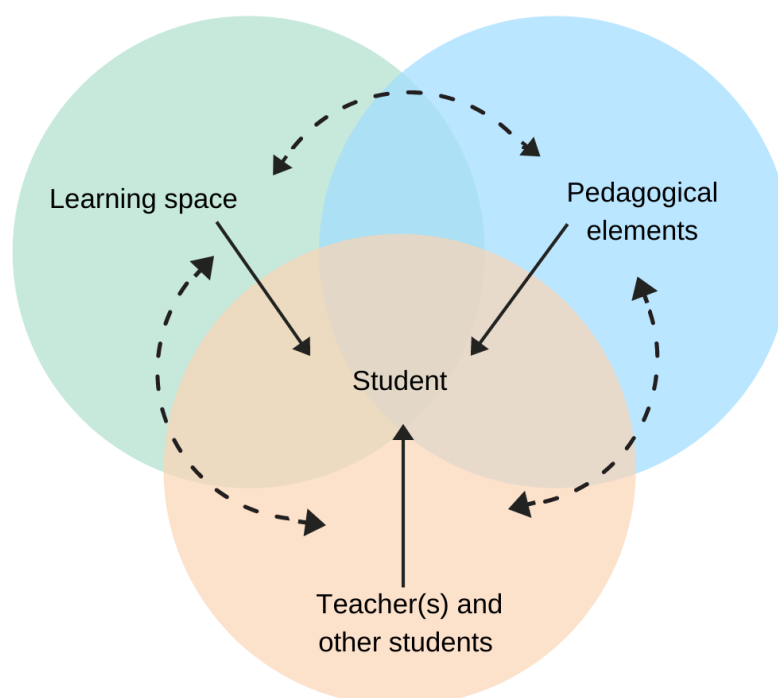
Promoting a growth mindset approach has strong implications for education and learning. A growth mindset does only allow students to mature positive self-expectations and beliefs that they can achieve goals and aspirations. It also implies promoting inclusive learning environments where students can develop those beliefs and achieve their goals when provided with the necessary resources, support and skills (Dweck, 2016^[226]; OECD, 2019^[227]).

As the positive impact of developing a growth mindset approach in the classroom includes higher student motivation and performance, especially for students from vulnerable backgrounds (see Section 4.2.1), teachers need to create inclusive learning environments where students can develop and embrace such a mindset. Feedback and formative assessments, if understood by students and teachers as a way of fostering student development and growth, allowing teachers to give students frequent feedback and check their progress (see Section 3.1.3). Pedagogies and teaching strategies can also concentrate on encouraging students to put constant, dedicated effort into developing their knowledge and skills, thereby focusing on students' efforts rather than their "intelligence" (Columbia Center for Teaching and Learning, 2020^[204]).

3.3. Managing an inclusive classroom environment

Inclusive learning environments contribute to support the diverse needs of students and promote their learning and well-being outcomes (New Zealand Ministry of Education, 2020^[228]). An inclusive learning environment is one characterised by a positive classroom climate that promotes empathy and dialogue (Freeman, Anderman and Jensen, 2007^[229]). It is an environment in which all students feel welcome, respected and valued, and where a sense of belonging is promoted for all students (Dewsbury and Brame, 2019^[169]). Good quality school environments also promote teacher efficacy and commitment, thereby enhancing teacher attraction and retention (OECD, 2017^[230]).

In the classroom, the learning environment consists of social, pedagogical and physical elements (Figure 3.6) that, if well aligned, can support student growth and learning (Barrett et al., 2019^[231]). Teachers can promote inclusive teaching through the ways they manage the classroom environment. Among others, teachers can contribute to building a safe and enabling space for all students by promoting inclusive language and addressing micro-aggressions in classroom interactions. Furthermore, the way in which seats are arranged has an influence on both teaching and learning (Van den Berg, Segers and Cillessen, 2012^[232]; Gremmen et al., 2016^[233]; McKeown, Stringer and Cairns, 2015^[234]). Similarly, in the virtual classroom, a diffused norm across countries due to the COVID-19 pandemic, teachers can adopt different virtual classroom arrangements to engage in inclusive teaching (Yale University, 2020^[235]).

Figure 3.6. Learning interactions in the classroom

Source: Adapted from Barrett et al. (2019^[231]), The Impact of School Infrastructure on Learning: A Synthesis of the Evidence, <https://doi.org/10.1596/978-1-4648-1378-8>.

3.3.1. *Setting the classroom tone*

Interactions between students and teachers are key to promoting student learning and feelings towards school (OECD, 2019^[227]). Hence, creating a safe space for social interactions among students and between students and teachers is crucial to promoting classroom environments where all students feel welcome and accepted. This entails a variety of strategies aimed at promoting diversity and inclusion through the use of language, such as inclusive use of pronouns to support diverse gender identities and avoid labelling students with special education needs in the classroom. Setting the tone for an inclusive classroom also consists of managing micro-aggressions that can arise in interactions among students and between students and teachers (see Table 3.6).

Modelling an inclusive language

To create safe and enabling environments, teachers can promote an inclusive use of language in the classroom. This includes using language that is inclusive of the diverse student identities that can be present in the classroom. It also entails supporting students in making use of inclusive and respectful language while interacting in the classroom.

For example, to support the inclusion of all students, including students with diverse gender identities, teachers can promote an inclusive use of students' personal pronouns (i.e., he, she, they, etc.). As gender identity cannot be presumed by looking at an individual, assuming their personal pronouns while interacting with them or others can be harmful. Therefore, in the classroom, teachers can present their personal pronouns to students and establish a safe space for students to self-identify (or not) with respect to their gender and personal pronouns. To avoid exposing students, teachers can prepare a confidential

questionnaire on the first day of school where students can share their personal pronouns (University of Waterloo, n.d.^[236]).

To support the inclusion of students with special education needs, labelling is avoided in some countries. For example, countries such as Finland only apply SEN labelling for administrative purposes, while avoiding labels in the classroom to fight stigma and marginalisation (Brussino, 2020^[3]). When referring to students belonging to ethnic groups, national minorities and Indigenous peoples, it is important always to use capital letters, such as “First Peoples” and “Aboriginal” person (University of Queensland, n.d.^[237]). In addition, it is crucial that, inside and outside the classroom, the important cultural beliefs of students belonging to ethnic groups, national minorities or Indigenous peoples are neither minimised nor misreported, for instance, referring to the Dreamtime as legends or myths¹² (Ibid.).

Managing micro-aggressions

A micro-aggression can be defined as a “comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalised group” (Merriam Webster, n.d.^[238]). In the classroom, a variety of micro-aggressions can target diverse student groups. These include devaluing the experience or culture of students belonging to diverse groups, denying student experiences, questioning their credibility and validity, dismissing ethnicity or other dimensions of induced diversity as important factors to understand a student’s experience, and assuming criminality or immorality for students belonging to certain groups (University of Washington, n.d.^[239]).

Ignoring micro-aggressions only negatively contributes to affecting the students targeted by such micro-aggressions (Sue et al., 2009^[240]). Hence, teachers must be informed on how such micro-aggressions happen in the classroom and equipped with skills and strategies to address and disarm them. Teachers should establish ground rules and expectations for classroom discussions and references to issues related to diversity. Teachers must be aware that students belonging to some groups should be perceived neither as experts on issues related to those groups nor spokespersons for the entire groups. Whenever a micro-aggression happens among students, teachers should interrupt the incident and can follow up with students individually (University of Denver, n.d.^[241]). Sometimes, micro-aggressions need to be interrupted and addressed in the classroom in front of all students so that other students can see that it is not acceptable behaviour. Teachers should explain why micro-aggressions are problematic and support students in engaging in a critical reflection on the incident occurred (University of Washington, n.d.^[239]). To do so, restorative practices are useful classroom tools for teachers to de-escalate and resolve conflict by engaging students in the conflict reconciliation process, tackling the root causes of the problem, as well as promoting student socio-emotional skills and an inclusive community (see Box 3.5).

More specifically, in the context of micro-aggressions targeting ethnic diversity, a review of strategies for targets, white allies and bystanders highlights multiple response objectives (Sue et al., 2019^[242]). These include micro-interventions to make the invisible visible, disarming the micro-aggression, educating the perpetrator and seeking external reinforcement or support.

¹² Australian Aboriginal peoples conceive the Dreamtime as “the ancient time of the creation of all things by sacred ancestors, whose spirits continue into the present” (Collins English Dictionary, n.d.^[320]).

Box 3.5. Restorative practices to resolve conflict in the classroom

Restorative practices are a tool to manage the classroom and school environment and respond to conflicts in an inclusive and positive manner. When a conflict or harm happens in the classroom, these practices provide an opportunity to engage all participants in reflecting on, discussing about and finding solutions to the problems or conflicts arisen. If effectively implemented in the classroom and school environment, restorative practices can foster safe and inclusive spaces for students to develop positive socio-emotional skills and relationships.

Restorative practices stem from restorative justice, which has its origins in Indigenous conflict resolution and peacemaking. Restorative justice originates from the idea that community well-being is preserved by promoting open communication, socio-emotional bonds and pro-active relationships among its members. At school, unlike punitive discipline, restorative discipline aims to create opportunities for students to reconcile, gain awareness of own actions and choices, take ownership of the reconciliation process and tackling the root causes of the problem (see Table 3.5).

In the classroom, restorative practices aimed at resolving conflicts can be implemented, among others, through restorative questions and conversations, self-reflection, as well as Peace Circles, which are strategies used for conflict de-escalation and resolution through open communication among the parties involved. Examples of restorative questions that teachers can use include: “What were you thinking and feeling at the time? Who do you think has been affected? What do you think you need to do to make things right?”.

Table 3.5. Punitive and restorative discipline

	Punitive discipline	Restorative discipline
Misbehaviour defined as	Breaking rules and disobeying authority	Harm done to one person/group by another one
The discipline process is based on	The figure of an authority who makes a judgement on the rules broken and who to blame	All participants contributing to solve the problem/conflict arisen, build positive relationships and achieve a common outcome
Student accountability is defined as	Receiving punishment	Acknowledging the impact of actions, gaining awareness of responsibility and choices, and suggesting ways to repair and restore the community
Goal of the response	Pain or unpleasantness to deter/prevent	Meaningful restitution to reconcile and acknowledge responsibility for choices
Effects of the response	Short-term effects as behaviours often stop with the punishment but can return soon after	Long term effects as students learn socio-emotional skills to use at school and beyond

Source: Chicago Public Schools Office of Social and Emotional Learning (2017^[243]), Chicago Public Schools Restorative Practices: Guide and Toolkit, https://blog.cps.edu/wp-content/uploads/2017/08/CPS_RP_Booklet.pdf (accessed on 12 May 2021).

Table 3.6. Setting the tone for an inclusive classroom

Element	Rationale	Practical examples
Modelling an inclusive language	To create safe and enabling classroom environments, teachers can promote an inclusive use of language in the classroom. This entails using language that is inclusive of the diverse student identities that can be present in the classroom. It also includes supporting students in making use of inclusive and respectful language while interacting in the classroom.	<ul style="list-style-type: none"> To support the inclusion of students with diverse gender identities, teachers can promote the use of inclusive personal pronouns (e.g. he, she, they). Teachers can present their personal pronouns and establish a safe space for students to self-identify (or not) with respect to their gender and personal pronouns. To avoid exposing students, teachers can prepare a confidential questionnaire where students can share their personal pronouns (University of Waterloo, n.d.^[236]). To support the inclusion of students with special education needs, labelling is often avoided. For example, SEN labels can only be applied for administrative purposes and avoided in the classroom to fight stigma and marginalisation (Brussino, 2020^[3]). When referring to students belonging to ethnic groups, national minorities and Indigenous peoples, it is important to use capital letters (e.g. "First Peoples" and "Aboriginal" person). Also, teacher should neither minimise nor misreport cultural beliefs of students belonging to ethnic groups, national minorities or Indigenous peoples (University of Queensland, n.d.^[237]).
Managing micro-aggressions	<p>A micro-aggression is a "comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalised group" (Merriam Webster, n.d.^[238]).</p> <p>In the classroom, micro-aggressions can target diverse student groups. These include devaluing the experience or culture of students belonging to diverse groups, denying student experiences, questioning their credibility and validity, dismissing ethnicity or other dimensions of induced diversity as important factors to understand a student's experience, and assuming criminality or immorality for students belonging to certain groups (University of Washington, n.d.^[239]).</p>	<ul style="list-style-type: none"> Ignoring micro-aggressions only negatively contributes to affecting the students targeted by such micro-aggressions (Sue et al., 2009^[240]). Teachers should establish ground rules and expectations for classroom discussions and references to issues related to diversity. Teachers must be aware that students belonging to some groups should be perceived neither as experts on issues related to those groups nor spokespersons for the entire groups. Whenever a micro-aggression happens, teachers should interrupt the incident and can follow up with students individually (University of Denver, n.d.^[241]). Sometimes, micro-aggressions need to be interrupted and addressed in the classroom so that other students can see that it is not acceptable behaviour. Teachers should explain why micro-aggressions are problematic and support students in engaging in a critical reflection on the incident occurred (University of Washington, n.d.^[239]). Strategies to disarm micro-aggressions targeting ethnic diversity include micro-interventions to make the invisible visible, disarming the micro-aggression, educating the perpetrator and seeking external reinforcement or support (Sue et al., 2019^[242]).

Sources: Brussino (2020^[3]), Mapping policy approaches and practices for the inclusion of students with special education needs, <https://dx.doi.org/10.1787/600fbad5-en>; Merriam Webster (n.d.^[238]), Dictionary - Micro-aggression, <https://www.merriam-webster.com/dictionary/microaggression> (accessed on 22 December 2020); Sue et al. (2009^[240]), Racial microaggressions and difficult dialogues on race in the classroom, <https://doi.org/10.1037/a0014191>; University of Denver (n.d.^[241]), Microaggressions in the classroom, <https://otl.du.edu/wp-content/uploads/2013/03/MicroAggressionsInClassroom-DUCME.pdf> (accessed on 22 December 2020); University of Queensland (n.d.^[237]), UQ Guide to Using Inclusive Language, <https://staff.uq.edu.au/files/242/using-inclusive-language-guide.pdf> (accessed on 22 December 2020); University of Washington (n.d.^[239]), Addressing microaggressions in the classroom, <https://teaching.washington.edu/topics/inclusive-teaching/addressing-microaggressions-in-the-classroom/> (accessed on 22 December 2020); University of Waterloo (n.d.^[236]), Gender Pronouns and Teaching, <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/teaching-tips-creating-positive-learning-environment/gender-pronouns-and-teaching> (accessed on 22 December 2020).

3.3.2. Classroom arrangements

A diversity of elements in the physical space can influence the teaching and learning process, such as the lighting, colours, heating and furniture in the classroom (Barrett et al., 2013^[244]). In particular, seating arrangements can affect student learning, motivation and participation, as well as interactions among students and between students and teachers

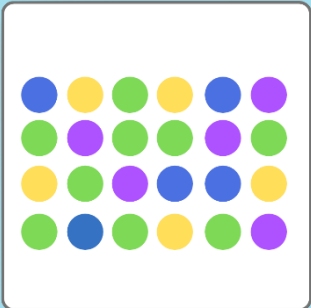
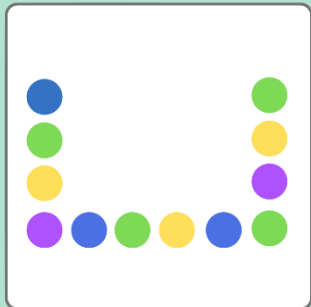
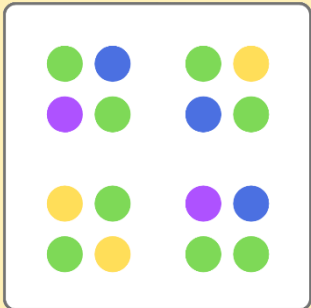
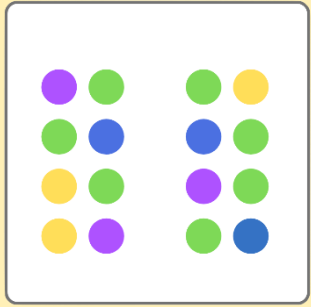
(Fernandes, Huang and Rinaldo, 2011^[245]). Since teachers manage how seats are arranged and assigned to students, seating arrangement is an important class management tool. In the virtual classroom, increasingly central during the COVID-19 pandemic, the ways that teachers arrange the virtual classroom can promote inclusive teaching and learning (Yale University, 2020^[235]).

Seating arrangements

In the classroom, students spend a considerable amount of time seated. The ways seats are assigned and arranged influence student learning and interactions (Gremmen et al., 2016^[233]). Hence, it is important that teachers are informed on how seating arrangements can promote student behaviour and learning (Van den Berg, Segers and Cillessen, 2012^[232]; Gremmen et al., 2016^[233]; McKeown, Stringer and Cairns, 2015^[234]) and that teachers adopt seating arrangements as an inclusive class management tool. In doing so, the ratio of the number of desks relative to the room size is also important.

With respect to classroom seating arrangements, some of the most common are traditional, semicircle/horseshoe, pair pods and group pods (Norazman, Norsafiah et al., 2019^[246]; Yale University, 2020^[235]). Each has advantages and disadvantages and can promote different learning and interaction objectives (Table 3.7).

Table 3.7. Common seating arrangements

Seating arrangements	Advantages	Disadvantages
Traditional 	<ul style="list-style-type: none"> It can be adapted to different classroom sizes (e.g. small, medium, large) Teachers have a good view on the classroom It allows teacher movement around the classroom It supports teachers to keep eye-contact with students It encourages teacher's work with the whole classroom It supports individual work. 	<ul style="list-style-type: none"> It is not optimal for large classroom sizes as students in the last row(s) may be far from blackboards/whiteboards Students may not always see the teacher clearly Distraction and noise can be common It doesn't stimulate effective interactions between students and teachers <p>It is less suitable for group works</p> <ul style="list-style-type: none"> It enhances passivity among students and it does not stimulate students to engage in classroom activities.
Horseshoe/Semicircle 	<ul style="list-style-type: none"> It is suitable for medium class sizes It gives teachers more space to move around the classroom during teaching and learning It gives more opportunities for interactions among students and teachers It promotes confidence during learning process It allows for less distraction and noise pollution. 	<ul style="list-style-type: none"> It does not promote group-work activities It does not directly stimulate students to share ideas or knowledge.
Pods (groups, pairs)  	<ul style="list-style-type: none"> It is suitable for small/medium classroom sizes It can be arranged with rectangular, circular, trapezoidal tables or individual desks It is focused on student-centred teaching and learning approaches It provides opportunities to stimulate interactions among students and between students and teachers It gives opportunities to students to engage in group-work while learning It promotes the idea of learning community, with cooperation and discussion among students. 	<ul style="list-style-type: none"> Not all teachers know and adopt student-centred approaches in the classroom.

Note: The Table only provides some of the most common classroom seating arrangements.

Source: Information and figures are re-elaborated from Norazman, Norsafiah et al. (2019^[246]), A Review of Seating Arrangements Towards the 21st Century Classroom Approach in Schools, <https://doi.org/10.24191/myse.v6i2.8684>; Yale University (2020^[235]), Classroom Seating Arrangements, <https://poorvucenter.yale.edu/ClassroomSeatingArrangements> (accessed on 22 December 2020).

The way in which individual students are assigned to different seats can also have an impact on student well-being outcomes (Gest and Rodkin, 2011^[247]). Hence, taking individual student needs (for example, physical and/or sensory needs and proximity to teachers) into account when assigning seats is key. For instance, placing a student with ADHD near the front of the class can allow teachers to help the student to remain focused (Mezzanotte, 2020^[89]). To support the inclusion of all students, including students with diverse gender identities, grouping by gender should be avoided. Alternatives include grouping students using birthdays, numbering students or by using the initial letters of their names (New Zealand Ministry of Education Te Kete Ipurangi, n.d.^[248]).

Virtual classroom set-ups

Virtual classroom arrangements can affect how teaching and learning happen at a distance. In online learning, effective interactions among students and between students and teachers are crucial to supporting teaching and learning for the diversity of teachers and students involved (Watts, 2016^[249]). In turn, the ways in which teachers manage interactions in the virtual classroom can affect student learning (Francescucci and Laila Rohani, 2019^[250]). Hence, managing online interactions is key to developing students' sense of belonging and enhance motivation and participation for the diversity of students in the virtual classroom (Washington University in St. Louis, 2020^[251]).

In online platforms, increasingly used to carry out online synchronous learning during school closures and (intermittent) school re-openings due to the COVID-19 pandemic, teachers have a number of arrangements at their disposal to promote inclusive teaching. Yale University's Poorvu Center for Teaching and Learning (2020^[235]) provides guidelines for instructors to promote inclusive teaching via online platforms, through a variety of options, such as gallery view, break-out rooms, display names and cameras. These arrangements should take into account how various dimensions of student diversity may affect their online learning experience and promote the inclusion of all students in the virtual classroom. For example, together with displaying their names, teachers can add their personal pronouns to promote inclusion for gender-diverse students. Teachers should also take into consideration how geographic location and socio-economic background may hinder access to high-quality ICT devices and internet connection, thereby worsening student participation and experience in the virtual classroom (Table 3.8).

Table 3.8. Inclusive teaching through online platforms

Arrangement	Rationale
Gallery view	It is suitable when teachers want to promote synchronous dialogue among students in the virtual classroom.
Break-out rooms	It provides teachers to opportunity to divide students into smaller groups to engage in discussions or carry out tasks. The assignment of students to different rooms can be carried out either randomly, manually or through self-selection.
Display names	Students can modify the name displayed in the virtual classroom to enhance safe and enabling environments for all students. For example, this can promote the inclusion of gender-diverse students. In their name, teachers can display their personal pronouns and ask students to do so too.
Cameras	Teachers should be aware that keeping cameras on for a prolonged time can lead to students and/or teachers experiencing fatigue. Additionally, due to a diversity of issues such as geographic location and socio-economic status, students may have poor access to high-quality ICT devices and internet. Teachers should keep this in mind as well as other factors (e.g. the personal space where students connect from) that may be leading students to keep their cameras off in the virtual classroom.

Note: The arrangements included represent only some of the available options for teachers to promote inclusive teaching through online platforms.

Source: Yale University (2020^[235]), Classroom Seating Arrangements, <https://poorvucenter.yale.edu/ClassroomSeatingArrangements> (accessed on 22 December 2020).

4. The impact of teacher diversity and inclusive teaching

The ways teachers are prepared to teach in diverse classrooms, both through initial teacher education and professional learning, have considerable impact on student well-being, academically, socio-emotionally and psychologically. These interventions relate to equipping prospective and practising teachers with core competences for inclusive teaching (such as critical reflection, uncovering hidden bias, global competence and growth mindset) to develop inclusive curricula, pedagogies and assessments. Other inclusive teaching interventions target students more directly, such as instructing them about the threat and effects of stereotypes, promoting positive values and a growth mindset approach, as a way to foster diversity and inclusion among classmates. To promote inclusive and diverse classroom environments, including more diverse teachers also plays an important role, with effects on student academic outcomes, engagement and socio-emotional well-being. The section maps some of the available evidence on the impacts of inclusive teaching interventions and more diversified representations in the classroom.

4.1. The strength of teacher diversity

Enhancing diversity among participants in the classroom affects the way values and objectives of diversity and inclusion are promoted daily at school. In turn, diversity can be fostered by diversifying the representation of the teaching workforce, as well as by supporting the inclusion of students from diverse backgrounds. The section explores some of the evidence available on the benefits of diversity among teachers.

Overall, enhancing diversity in the teaching workforce can contribute to promoting various dimensions of student well-being, from learning to broader socio-emotional outcomes. A branch of literature has increasingly assessed the influence that teachers from diverse backgrounds can have on student learning, with a focus on student-teacher congruence in terms of shared characteristics, e.g. belonging to ethnic groups or national minorities. While across countries there is a growing understanding of diversity through multi-dimensional and intersectional lenses, most of the studies available are centred on evidence from the United States around the dimension of ethnic diversity. Therefore, the evidence presented in Sections 4.1 and 4.1.2 mainly considers teacher-student congruence in terms of shared belonging to ethnic groups and national minorities.

4.1.1. Student learning and well-being

Teacher-student congruence in terms of shared belonging to ethnic groups or national minorities can lead to diverse effects on diverse students and the broader classroom (see

Table 4.1). For example, Dee (2004_[252]), Clotfelter, Ladd, and Vigdor (2007_[253]) and Egalite, Kisida and Winters (2015_[254]) find a small but significant positive impact of teacher-student ethnic congruence on reading and maths performances across the United States. Egalite, Kisida and Winters (2015_[254]), among others, find these effects to be particularly true for lower-performing students. Goldhaber, Theobald and Tien (2015_[255]) provide a comprehensive review of studies carried out between 1998 and 2015. They find that that teacher-student ethnic congruence led to 0.02-0.06 SD in student reading performance and 0.03 to 0.11 in maths performance, with larger effects for Black teacher-student congruence.

Teacher-student congruence may not only affect student academic achievements but also the perceptions teachers have on student participation, performance and ability. Egalite and Kisida (2017_[256]) provide a review of the literature available on the matter. Among the studies reviewed, Dee (2005_[257]) finds higher academic outcomes and teacher perceptions for students sharing similar identities to teachers, including ethnicity and gender. With respect to gender, Dee (2007_[258]) finds that assigning students to teachers belonging to the same gender not only improves the academic performance of all students, but also teachers' perceptions of student performance and engagement. Other studies, such as Gershenson, Holt and Papageorge (2016_[259]), and Grissom and Redding (2016_[260]) find similar patterns between teacher-student demographic congruence and teacher perceptions.

Teacher-student congruence in terms of shared belonging to marginalised groups may also have positive effects on reducing student absences, suspensions and early dropouts. Ouazad (2014_[261]) finds that teachers' evaluations of disruptive behaviours improve significantly with Black teacher-student congruence, with a decrease by 28-38% in suspensions rates among Black students. Similarly, Holt and Gershenson (2019_[262]) find a causal relationship between having teachers sharing students' ethnic backgrounds and lower student absences and suspensions. Through a large-scale analysis of administrative data and disciplinary records across public schools in North Carolina, United States, Lindsay and Hart (2017_[263]) investigate the effects of Black teachers on Black students' exclusionary discipline (for example, in-school suspensions, out-of-school suspensions and expulsions). Their findings show that teacher-student congruence is associated with decreased exclusionary discipline across education levels from elementary to secondary schools, irrespective of gender and socio-economic status.

In the longer run, having teachers and students from similar diverse backgrounds can also affect school dropout rates and higher education aspirations, likely to be a result of a role model effect (Egalite and Kisida, 2017_[256]). For example, Gershenson et al. (2017_[264]) investigate how assigning a Black male student to a Black teacher between Grade 3 and 5 has a significant effect on reducing the likelihood that the student drops out of school. This holds especially true for students from lower socio-economic backgrounds. When exposed to at least one Black teacher between Grade 3 and 5, Black students from lower socio-economic backgrounds – irrespective of gender – are more likely to have stronger aspirations to attend higher education (Gershenson et al., 2017_[264]).

A more limited branch of literature explores the benefits of having teachers from diverse backgrounds on the overall classroom. For example, Seah (2018_[265]) investigates the impact of teachers from immigrant backgrounds on student performance in secondary schools across the United States. The study not only shows that teachers from immigrant backgrounds have no negative effect on student academic achievements. It also assesses that white immigrant teachers appear to be more effective teachers than native teachers.

Table 4.1. The impacts of teacher-student congruence

Some of the effects of teacher-student congruence in terms of shared belonging to ethnic groups and national minorities on diverse students and the overall classroom

	Impact
Academic outcomes	<p>Evidence from the United States shows find a small but significant positive impact of teacher-student ethnic congruence on reading and maths performances (Dee, 2004^[266]), Clotfelter, Ladd, and Vigdor (Clotfelter, Ladd and Vigdor, 2007^[267]; Dee, 2004^[266]; Egalite, Kisida and Winters, 2015^[254]). These effects seem to be particularly true for lower-performing students (Egalite, Kisida and Winters, 2015^[254]).</p> <p>A comprehensive review of studies carried out between 1998 and 2015 finds that teacher-student ethnic congruence led to 0.02-0.06 SD in student reading performance and 0.03 to 0.11 in maths performance, with larger effects for Black teacher-student congruence (Goldhaber, Theobald and Tien, 2015^[255]).</p>
Teacher perceptions on student participation, performance and ability	<p>There appear to be higher academic outcomes and teacher perceptions for students sharing similar identities to teachers, including ethnicity and gender (Dee, 2005^[257]; Gershenson, Holt and Papageorge, 2016^[259]; Grissom and Redding, 2016^[260]).</p>
Student engagement, participation and future aspirations	<p>Teacher-student congruence in terms of shared belonging to marginalised groups may also have positive effects on reducing student absences, suspensions and early dropouts. Ouazad (2014^[261]) finds that teachers' evaluations of disruptive behaviours improve significantly with Black teacher-student congruence, with a decrease by 28-38% in suspensions rates among Black students.</p> <p>Holt and Gershenson (2019^[262]) find a causal relationship between having teachers sharing students' ethnic backgrounds and lower student absences and suspensions.</p> <p>A large-scale analysis of administrative data and disciplinary records across public schools in North Carolina, United States, investigate the effects of Black teachers on Black students' exclusionary discipline (e.g. in-school suspensions, out-of-school suspensions and expulsions). It finds that teacher-student congruence is associated with decreased exclusionary discipline across education levels from elementary to secondary schools, irrespective of gender and socio-economic status (Lindsay and Hart, 2017^[263]).</p> <p>Assigning a Black male student to a Black teacher between Grade 3 and 5 seem to have a significant effect on reducing the likelihood that the student drops out of school. This holds especially true for students from lower socio-economic backgrounds. When exposed to at least one Black teacher between Grade 3 and 5, Black students from lower socio-economic backgrounds – irrespective of gender – are more likely to have stronger aspirations to attend higher education (Gershenson et al., 2017^[264]).</p>
Outcomes in the rest of the classroom	<p>A study on the impact of teachers from immigrant backgrounds on student performance in secondary schools across the United States, shows that teachers from immigrant backgrounds have no negative effect on non-immigrant students' academic achievements. It also assesses that white immigrant teachers appear to be more effective teachers than native teachers (Seah, 2018^[265]).</p>

Sources: Clotfelter, Ladd, and Vigdor (2007^[267]), How and Why Do Teacher Credentials Matter for Student Achievement, <https://doi.org/10.3386/w12828>; Dee (2005^[257]), A Teacher like Me: Does Race, Ethnicity, or Gender Matter?, <http://www.jstor.org/stable/4132809> (accessed on 12 October 2020); Dee (2004^[266]), Teachers, race, and student achievement in a randomized experiment, <https://doi.org/10.1162/003465304323023750>; Egalite, Kisida and Winters (2015^[254]), Representation in the classroom: The effect of own-race teachers on student achievement, <https://doi.org/10.1016/j.econedurev.2015.01.007>; Gershenson et al. (2017^[264]), The Long-Run Impacts of Same-Race Teachers, <http://ftp.iza.org/dp10630.pdf> (accessed on 12 October 2020); Gershenson, Holt and Papageorge (2016^[259]), Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations, <https://doi.org/10.17848/wp15-231>; Goldhaber, Theobald and Tien (2015^[255]), The Theoretical and Empirical Arguments for Diversifying the Teacher Workforce: A Review of the Evidence, <https://cedr.us/papers/working/CEDR%20WP%202015-9.pdf> (accessed on 12 October 2020); Grissom Redding (2016^[260]), Discretion and Disproportionality, <https://doi.org/10.1177/2332858415622175>; Holt and Gershenson (2019^[262]), The Impact of Demographic Representation on Absences and Suspensions, <https://doi.org/10.1111/psj.12229>; Lindsay and Hart (2017^[263]), Exposure to Same-Race Teachers and Student Disciplinary Outcomes for Black Students in North Carolina, <https://doi.org/10.3102/0162373717693109>; Ouazad (2014^[261]), Assessed by a teacher like me: Race and teacher assessments, https://doi.org/10.1162/EDFP_a_00136; Seah (2018^[265]), Immigrant educators and students' academic achievement, <https://doi.org/10.1016/j.labeco.2017.12.007>.

4.1.2. Role modelling

While a body of literature finds positive impacts of traditional role modelling on students with teachers sharing similar personal characteristics, a growing branch of literature has been challenging traditional role modelling to incorporate a more multi-dimensional and intersectional understanding of teachers and students' identities (see Table 4.2).

When assessing the socio-emotional and psychological effects of teacher-student congruence, many studies focus on role modelling (Egalite and Kisida, 2017^[256]). Even if limited, evidence shows that teacher-student demographic congruence can allow students to see their teachers more easily as role models by sharing similar characteristics (Boser, 2011^[268]; Zirkel, 2002^[269]).

However, a growing branch of literature pushes beyond the limits of traditional role modelling. For example, building on McCharty's work (1993^[270]), Rezai-Rashti and Martino (2010^[271]) warn of the trap of "eliminating the noise of multidimensionality" when only focusing on attracting more diverse teachers to promote role modelling. They particularly refer to the tendency of attracting more Black male teachers in urban education to enhance role modelling. Rezai-Rashti and Martino emphasise the importance of going beyond understanding ethnicity and gender as fixed dimensions of identities, among others. They stress the need to explore these issues through intersectional and multi-dimensional lenses to form diverse theories of role modelling.

Building on Rezai-Rashti and Martino (2010^[271]) and others (Alexander, 2006^[272]; Brockenbrough, 2012^[273]; Lewis, 2006^[274]; Lynn and Jennings, 2009^[275]), Bristol (2020^[59]) contributes to questioning the traditional role modelling discourse through the intersectional perspective of Black male teachers. According to Bristol, without developing a pluralistic understanding of the roles and experiences of Black male teachers at school, the traditional role modelling perspective appears limited. Indeed, traditional role modelling theories propose attracting Black male teachers to "imbue their male students with a hetero-normative prescription of masculinity" (Bristol, 2020, p. 290^[59]).

Table 4.2. Impacts and limits of traditional role modelling

Different views with respect to the impacts and limits of traditional role modelling, with a focus on teacher-student congruence in terms of shared belonging to ethnic groups and national minorities

Impacts	Limits
<ul style="list-style-type: none"> When assessing the socio-emotional and psychological effects of teacher-student congruence, many studies focus on role modelling (Egalite and Kisida, 2017^[256]). For example, likely as a result of a role model effect, evidence shows that having teachers and students from similar diverse backgrounds can also positively affect school dropout rates and higher education aspirations (Egalite and Kisida, 2017^[256]). Evidence shows that teacher-student demographic congruence can allow students to see their teachers more easily as role models by sharing similar characteristics (Boser, 2011^[268]; Zirkel, 2002^[269]). 	<ul style="list-style-type: none"> When only focusing on attracting more diverse teachers to promote role modelling, there could be the trap of “eliminating the noise of multidimensionality” (McCarthy, 1993^[270]; Rezai-Rashti and Martino, 2010^[271]). When focusing on Black male teachers, traditional role modelling theories might propose attracting Black male teachers to “imbue their male students with a hetero-normative prescription of masculinity” (Bristol, 2020, p. 290^[59]). From here, a growing body of literature stresses the need to explore these issues through intersectional and multi-dimensional lenses to form diverse theories of role modelling. This implies going beyond understanding ethnicity and gender as fixed dimensions of identities, among others (Rezai-Rashti and Martino, 2010^[271]).

Sources: Boser (2011^[268]), Teacher Diversity Matters, <https://www.americanprogress.org/issues/education-k-12/reports/2011/11/09/10657/teacher-diversity-matters/> (accessed on 13 October 2020); Bristol (2020^[59]), Black men teaching: toward a theory of social isolation in organizations, <https://doi.org/10.1080/13613324.2019.1663960>; Egalite and Kisida (2017^[256]), The Effects of Teacher Match on Students’ Academic Perceptions and Attitudes, <https://doi.org/10.3102/0162373717714056>; McCarthy (1993^[270]), Beyond the poverty of theory in race relations: nonsynchrony and social difference in education; Rezai-Rashti and Martino, (2010^[271]), Black Male Teachers as Role Models: Resisting the Homogenizing Impulse of Gender and Racial Affiliation, <https://doi.org/10.3102/0002831209351563>; Zirkel (2002^[269]), Is There A Place for Me? Role Models and Academic Identity among White Students and Students of Color, <https://doi.org/10.1111/1467-9620.00166>.

4.2. Assessing the impact of inclusive teaching

Different strategies to support inclusive teaching practices in the classroom have considerable effect on the way in which teachers and students approach diversity and inclusion, as well as on various dimensions of student well-being. Inclusive teaching interventions can directly target teachers or students. Building on the cross-country comparison of policies and practices (Section 2) and the investigation of core elements and competences for inclusive teaching (Section 3), this section explores evidence available on various inclusive teaching interventions.

Since most interventions aiming at promoting diversity and inclusion are designed to target specific competences (for instance, overcoming implicit bias, promoting empathy and open dialogue) or unidimensional social identities (for example, cultural or ethnic diversity, gender, gender identity, sexual orientation, special education needs), evidence is mainly available for area- and dimension-specific interventions.

4.2.1. Student-focused interventions

Intervening in the way that students conceive of their learning and priming them against the phenomenon of stereotype threat are amongst the main student-targeting interventions that can be carried out to promote inclusive teaching strategies. These strategies represent “wise interventions” in education according to Walton (2014^[276]). With “wise interventions”, Walton describes those psychological interventions that consist of everyday brief strategies aimed at altering “a specific way in which people think or feel in the normal course of their lives to help them flourish” (Walton, 2014, p. 73^[276]). They are wise to “specific underlying psychological processes that contribute to social problems or prevent people from flourishing” (Ibid.). In education, together with strategies to develop a growth mindset approach among students, effective *wise* interventions targeting students also

include interventions aimed at promoting expectancy value, value affirmation and social belonging (see Table 4.3).

Table 4.3. A sample of wise interventions reviewed by Walton (2014)

Intervention	Intervention condition	Control condition	Psychological process	Major outcome
Expectancy value (Hulleman and Harackiewicz, 2009 ^[277])	Ninth graders wrote brief essays every 3 to 4 weeks that described the relevance of their science coursework to their lives.	Students summarised the week's science topic.	Making science personally relevant increases students' engagement with course material, especially among students who expect to perform poorly and who otherwise may not have a reason to work hard.	The intervention raised science grades among students who expected to perform poorly.
Growth mindset of intelligence (Blackwell, Trzesniewski and Dweck, 2007 ^[278])	Eighth-grade students learnt in eight classroom workshops their intelligence is malleable and can grow like a muscle with hard work and help from others.	Students learnt about the relationship between brain regions and brain functions.	Students with a growth mindset interpret academic challenges as opportunities to learn, not as evidence of fixed inability, and respond by trying harder, not by giving up.	The control group continued to show a decline in math grades, whereas the treatment group showed a rebound.
Social belonging (Walton and Cohen, 2011 ^[279])	First-year college students learnt that all students worry at first about their belonging in higher education but that, over time, everyone comes to feel at home.	Students learnt about unrelated aspects of the transition to higher education.	The treatment leads students to attribute daily struggles to the normal difficulties of the transition to higher education, not to evidence they do not belong in school in general.	African American students earned higher grades during the next 3 years, halving the racial-achievement gap and reported better health 3 years later.
Value affirmation (Cohen et al., 2009 ^[280])	Seventh graders completed several in-class exercises in which they wrote about why their most important values (e.g. relationships with friends and family) were important to them.	Students wrote about why values unimportant to them might matter for someone else.	Writing about important values bolsters students' sense of self-integrity in the face of threat and prevents threat and poor performance from recurring in a negative recursive cycle.	Initially low-performing African American students earned higher core academic grades during the next 2 years.

Source: Table adapted from Walton (2014^[276]), *The New Science of Wise Psychological Interventions*, <https://doi.org/10.1177/0963721413512856>.

In line with Walton's (2014^[276]) sample review of *wise* interventions in education, Dee and Gershenson (2017^[222]) review interventions directed towards promoting competences for diversity and inclusion among students. In particular, they review 21 studies exploring the effects of informing students about stereotype threat, promoting a growth mindset approach and positive values. The literature reviewed concerns interventions implemented in field settings, adopting experimental methodologies and directly targeting student outcomes. Dee and Gershenson (2017^[222]) classify the studies reviewed into four categories based on the typology of interventions implemented mainly across middle and secondary school settings:

- i. *Values affirmation* (VA) strategies, which entail students' self-assessment of own values.

- ii. Student engagement with *external attributions* (EA) for academic difficulties (such as luck and other factors outside of students' control).
- iii. Promotion of a *growth mindset approach* (MS).
- iv. *Task reframing* (TR) interventions that require describing a test as a way of disarming stereotypes.

The review finds that the examined interventions generally had large effects on student academic well-being (for example, leading to 0.2-0.3 SD in academic outcomes). Dee and Gershenson (2017_[222]), however, highlight how many of the proposed studies were conducted in favourable classroom settings, with smaller effects in studies with larger student populations and almost non-existent effects in studies with the largest numbers of students, teachers and schools involved. As larger studies have greater external validity, available evidence on the effectiveness of such interventions may be more limited (Dee and Gershenson, 2017_[222]).

Evidence on the effect of promoting a growth mindset approach among students is also provided by the OECD (2019_[227]). Results from PISA 2018 show that students with a growth mindset approach are positively related to higher self-efficacy, motivation to manage tasks, meeting learning objectives and understanding the value of schooling. They are also negatively associated with a higher fear of failure. Embracing a growth mindset approach can positively affect student academic performance, such as in reading, with even larger effects for students from lower socio-economic or immigrant backgrounds. A growth mindset approach also affects longer-term education aspirations and self-perception.

In around half of the education systems included in PISA 2018, students holding a growth mindset approach were more likely than students with a fixed mindset approach to expect to obtain a university degree, after accounting for gender, socio-economic status, immigrant backgrounds and reading performance (OECD, 2019_[227]). Understanding that intelligence is malleable through a growth mindset approach can also contribute to protecting students from stereotype threat (Good, Aronson and Harder, 2008_[281]). Different communication strategies are available to inform students more at risk of being negatively impacted by stereotype threat of the existence of the phenomenon and to effectively prime students to mitigate its effects (see Box 4.1).

Box 4.1. Addressing gender stereotype threat in STEM

Different communication strategies can be implemented to support female students in coping with gender stereotype threats in STEM disciplines. McGlone and Aronson (2007^[282]), among others, investigate the impact of priming students with different messages to mitigate the gender stereotype threat. In particular, their study assesses different priming messages read to female and male students before a challenging written maths test.

Different messages were read to participants:

- i. A *control* message which encouraged perseverance.
- ii. A *suppression* message explaining the concept of stereotype threat and how to suppress related thoughts.
- iii. A *replacement* message introducing stereotype threat and an alternative positive self-relevant stereotype (such as a positively achieved social identity).

Receiving the control message led to a performance gap between male and female students. The gap became larger when students received a suppression message but smaller when they were primed with a replacement message. Hence, the study shows how priming students with messages aimed at promoting positively self-relevant identities can help mitigate the phenomenon of stereotype threat.

Source: McGlone and Aronson (2007^[282]), Forewarning and Forearming Stereotype-Threatened Students, <https://doi.org/10.1080/03634520601158681>.

4.2.2. Teacher-focused interventions

Interventions aimed at equipping teachers with the necessary skills, knowledge and tools for diversity and inclusion are key for the effective implementation of inclusive classroom environments. Teacher-focused interventions can be carried out through initial teacher education and professional learning programmes. They include strategies that, combining theoretical and practical knowledge and experience, aim to develop inclusive curricula, pedagogies and assessments (see Section 3.1) as well as core competences and skills for inclusive teaching (see Section 3.2).

Assessing the overall impact of teacher-focused interventions for inclusive teaching can be challenging given the multiplicity of interventions that may be carried out. This section introduces some of the evidence available. It gives particular focus to reviewing how certain competences for inclusive teaching, such as global competence and related skills, can be promoted through complementary pre-service and in-service training. It also provides an overview of some of the literature available on the effect of inclusive pedagogies, curricula and assessments.

Overall, strategies for teacher preparation are attractive for their direct effects on the classroom environment, while also being easily integrated into existing teacher education programmes, such as pre-service and in-service teacher training (Dee and Gershenson, 2017^[222]). Hollins and Guzman (2005^[283]) and Sleeter (2008^[284]) review a large body of research conducted between the 1980s and the early 2000s on the impact of teacher education programmes to prepare prospective teachers for diversity and inclusion. Both reviews find that many short-term ITE courses combining short field experiences and theoretical knowledge do not significantly affect prospective teachers' development of

inclusive teaching practices, pedagogies and understanding of matters related to diversity and inclusion.

While shorter practical experiences in initial teacher education alone may not sufficiently prepare prospective teachers for diversity and inclusion in the classroom, longer pre-service training can contribute to doing so. Through an evaluation of an inclusive teaching pre-service training for final-year prospective teachers in Queensland, Australia, Carrington et al. (2014_[285]) find that the programme allowed prospective teachers to develop a philosophy of inclusion around principles of diversity, respect, empathy and ethics of care, by integrating theoretical and practical understandings of diversity and inclusion.

Once in the classroom, the optimism and enthusiasm shared by novice teachers feeling sufficiently prepared by the initial teacher education can serve as important catalysts for change (Sleeter and Owuor, 2011_[286]). To support teachers in gaining and updating skills and knowledge for inclusive teaching, their preparation should be promoted along a continuum that connects pre-service to in-service training. While most of the evidence investigates the effects of in-service training on preparing for dimension-specific understandings of diversity, a smaller branch of literature explores the effects of multi-faced diversity training for teachers. For example, Jackson, Hillard, and Schneider (2014_[287]) find that, in post-secondary institutions, multi-faced training for STEM faculty members can reduce bias against women among male professors. Similarly, Carnes et al. (2015_[288]) demonstrate that professional learning programmes covering hidden biases and discrimination increase awareness of personal biases among STEM faculty members.

Study abroad, pre-service and in-service training for global competence

Prospective and in-service teachers' global competence can be effectively promoted both in initial teacher education and in-service training (see Table 4.4). In initial teacher education, international experiences can have considerable effect on the personal and professional learning of prospective teachers (Cushner and Mahon, 2002_[289]; Stachowski and Sparks, 2007_[290]; Stachowski, Richardson and Henderson, 2003_[291]). When abroad, prospective teachers grow self-awareness, confidence, understanding of diversity and professional competence, while also learning new pedagogies and educational approaches (Cushner, 2007_[292]).

Pre-service training also contributes to promoting intercultural competence. In line with literature available on the benefits of including intercultural competence in initial teacher education (Barnes, 2006_[293]; Bailey et al., 2016_[62]; Spradlin and Parsons, 2008_[294]), evidence from pre-service training in Australia shows that it allows prospective teachers to abandon preconceptions on teaching to non-native students. It also enables prospective teachers to broaden their understanding of diversity and inclusion, and develop inclusive teaching strategies for diverse classrooms (Tangen et al., 2011_[295]).

When in the classroom, ensuring that teachers are culturally responsive is key to promoting their global and intercultural competences. For instance, culturally-responsive teachers appear more aware of stereotype threat and more capable of understanding the different learning styles and needs of students from diverse backgrounds (Bennett, 1995_[296]; Xu, Hao and Ellen Huennekens, 2016_[297]). In-service training is an important tool in promoting intercultural competence. Evaluations of professional learning programmes for intercultural competence implemented from kindergarten to secondary school settings across the United States show the effectiveness of such in-service training in promoting teachers' competences for intercultural and diverse classrooms (DeJaeghere and Cao, 2009_[298]).

Table 4.4. Impact of interventions to promote global competence

	Rationale and impact
Initial teacher education	
• Study abroad	<ul style="list-style-type: none"> International experiences can have considerable effect on the personal and professional learning of prospective teachers (Cushner and Mahon, 2002^[289]; Stachowski and Sparks, 2007^[290]; Stachowski, Richardson and Henderson, 2003^[291]). When abroad, prospective teachers grow self-awareness, confidence, understanding of diversity and professional competence, while also learning new pedagogies and educational approaches (Cushner, 2007^[292]).
• Pre-service training	<ul style="list-style-type: none"> Evidence from pre-service training in Australia shows that it allows prospective teachers to abandon preconceptions on teaching to non-native students. It also enables prospective teachers to broaden their understanding of diversity and inclusion, and develop inclusive teaching strategies for diverse classrooms (Tangen et al., 2011^[295]).
In-service training	<ul style="list-style-type: none"> Culturally-responsive teachers appear more aware of stereotype threat and more capable of understanding the different learning styles and needs of students from diverse backgrounds (Bennett, 1995^[296]; Xu, Hao and Ellen Huennekens, 2016^[297]). In-service training is an important tool in promoting intercultural competence. Evaluations of professional learning programmes for intercultural competence implemented from kindergarten to secondary school settings across the United States show the effectiveness of such in-service training in promoting teachers' competences for intercultural and diverse classrooms (DeJaeghere and Cao, 2009^[298]).

Note: The Table provides examples of some of the existing interventions to promote global competence among prospective and in-service teachers.

Sources: Bennett (1995^[296]), Preparing teachers for cultural diversity and national standards of academic excellence; Cushner (2007^[292]), The role of experience in the making of internationally-minded teachers; Cushner and Mahon (2002^[289]), Overseas student teaching: Affecting personal, professional and global competencies in an age of globalization; DeJaeghere and Cao (2009^[298]), Developing US teachers' intercultural competence: Does professional learning matter?, <https://doi.org/10.1016/j.ijintrel.2009.06.004>; Stachowski and Sparks (2007^[290]), Thirty years later and 2,000 student teachers later: An overseas student teaching project that is popular, successful, and replicable; Stachowski, Richardson and Henderson (2003^[291]), Student teachers report on the influence of cultural values on classroom practice and community involvement: Perspectives from the Navajo reservation and from abroad, <https://doi.org/10.1080/08878730309555329>; Tangen et al. (2011^[295]), Exploring Intercultural Competence: A Service-Learning Approach, <https://doi.org/10.14221/ajte.2011v36n11.2>; Xu, Hao and Ellen Huennekens (2016^[297]), Effects of a multicultural perspectives course on teacher candidates' intercultural competence, <https://doi.org/10.1108/JME-07-2015-0025>.

Learning from social-cognitive psychology

Psychological literature provides evidence on effective interventions aimed at uncovering unconscious bias while promoting critical reflection, socio-emotional skills (such as empathy and emotional regulation) and self-awareness. Building on social-cognitive psychological studies on the effectiveness of multiple interventions, initial teacher education and professional learning programmes can develop multi-faceted interventions to equip prospective and practising teachers with competences and skills for inclusive teaching (see Table 4.5).

Dee and Gershenson (2017^[222]) review effective interventions aimed at countering unconscious bias. These interventions should be carried out in nonthreatening and accepting environments, and should first promote an understanding of the psychological basis for unconscious bias, while enhancing motivation and confidence in the ability to overcome these biases (Burgess et al., 2007^[299]). The first steps to overcoming bias and prejudice require gaining awareness of one's own assumptions and bias as well as internalising non-prejudiced standards and values. However, these steps alone cannot eradicate unconscious bias, as bias-driven responses are challenging to control. Devine and

Monteith (1993_[300]) find that self-regulated affect¹³ plays a crucial role in supporting individuals in regulating stereotype-based responses. Since affective consequences arise when individuals recognise inconsistencies between their set standards and values and the responses they deliver, there is an assumption that contravening personal standards and values triggers psychological distress (Devine and Monteith, 1993_[300]).

To complement critical reflection processes, through which individuals elaborate an understanding of their bias and prejudice and the effects on their decision-making processes, building connections and partnerships with individuals in out-groups is key to promoting positive environments (Burgess et al., 2007_[299]). As a matter of fact, whether individuals perceive others as belonging to the same in-groups or out-groups can greatly affect their reactions to others (Crisp and Beck, 2005_[301]; Hewstone, Rubin and Willis, 2002_[302]). In this context, evaluating individuals based on their unique attributes and identities, rather than on factors linked to out-group memberships, is proven to be an effective strategy in enhancing positive inter-group partnerships (Blair, 2002_[303]).

Improving emotional regulation skills to promote positive emotions towards others (Sheldon and Lyubomirsky, 2006_[304]) is another effective strategy in building positive partnerships. Furthermore, developing empathic and perspective-taking approaches towards others can effectively promote positive connections in diverse environments (Dovidio et al., 2004_[305]). For example, evidence shows that teachers who develop empathic approaches build better relationships with students. In the US, Okonofua, Paunesku and Walton (2016_[306]) assess that a short intervention aimed at training teachers on empathy halved suspension rates among adolescent students. The intervention also enhanced the perception of respect that teachers have for students among those most at risk with a history of suspensions.

Table 4.5. Impact of interventions to dismantle bias and grow critical reflection

Intervention	Rationale and Impact
Promoting an understanding of the psychological basis for unconscious bias and enhancing motivation and confidence	The first steps to overcoming bias and prejudice require gaining awareness of one's own assumptions and bias as well as internalising non-prejudiced standards and values (Burgess et al., 2007 _[299] ; Dee and Gershenson, 2017 _[222]).
Promoting self-regulated affect	Self-regulated affect plays a crucial role in supporting individuals in regulating stereotype-based responses. Since affective consequences arise when individuals recognise inconsistencies between their set standards and values and the responses they deliver, there is an assumption that contravening personal standards and values triggers psychological distress (Devine and Monteith, 1993 _[300]).
Building connections and partnerships with individuals in out-groups	Evaluating individuals based on their unique attributes and identities, rather than on factors linked to out-group memberships, is proven to be an effective strategy in enhancing positive inter-group partnerships (Blair, 2002 _[303]).
Improving emotional regulation skills others	Developing empathic and perspective-taking approaches towards others can effectively promote positive connections in diverse environments (Dovidio et al., 2004 _[305] ; Sheldon and Lyubomirsky, 2006 _[304]). Evidence from a short intervention aimed at training teachers on empathy halved suspension rates among adolescent students. The intervention also enhanced the perception of respect that teachers have for students among those most at risk with a history of suspensions (Okonofua, Paunesku and Walton, 2016 _[306]).

Note: Building on social-cognitive psychological studies on the effectiveness of multiple interventions to dismantle unconscious bias and promote critical reflection, the Table provides examples of some of the existing interventions in the field.

¹³ In psychology, affect refers to “any experience of feeling or emotion, ranging from suffering to elation, from the simplest to the most complex sensations of feeling, and from the most normal to the most pathological emotional reactions” (American Psychological Association, n.d._[319]).

Sources: Blair (2002_[303]), The malleability of automatic stereotypes and prejudice, https://doi.org/10.1207/S15327957PSPR0603_8; Burgess et al. (2007_[299]), Reducing racial bias among health care providers: Lessons from social-cognitive psychology, <https://doi.org/10.1007/s11606-007-0160-1>; Dee and Gershenson (2017_[222]), Unconscious Bias in the Classroom: Evidence and Opportunities, <https://goo.gl/O6Btqi>; Devine and Monteith (1993_[300]), The Role of Discrepancy-Associated Affect in Prejudice Reduction, <https://doi.org/10.1016/b978-0-08-088579-7.50018-1>; Dovidio et al. (2004_[305]), Perspective and Prejudice: Antecedents and Mediating Mechanisms, <https://doi.org/10.1177/0146167204271177>; Sheldon and Lyubomirsky (2006_[304]), How to increase and sustain positive emotion: The effects of expressing gratitude and visualizing best possible selves, <https://doi.org/10.1080/17439760500510676>; Okonofua, Paunesku and Walton (2016_[306]), Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents, <https://doi.org/10.1073/pnas.1523698113>.

Raised to the power of three: effects of inclusive pedagogy, curriculum and assessment

How teachers teach, what they teach and how they assess student learning considerably affect the promotion of inclusive classroom environments for all. Building on the analysis of pedagogy, curriculum and assessment as core elements for designing and implementing inclusive teaching strategies (see Section 3.1), this section introduces key evidence on the effects of promoting diversity and inclusion through these three inclusive teaching design elements (see Table 4.6).

Pedagogies are key to supporting teachers in developing student-centred teaching strategies in the classroom. A variety of factors are found to play an important role in how teachers develop inclusive pedagogical approaches, including teachers' knowledge, beliefs, attitudes and responses to challenging situations (Florian and Black-Hawkins, 2011_[164]). Training aimed at promoting inclusive pedagogical approaches can be effective to developing teaching strategies for diversity and inclusion. Evidence from pedagogical training for 200 teachers at the University of Helsinki, Finland, shows that promoting professional learning programmes aimed at enhancing teachers' pedagogical skills has considerable positive effects on how teachers develop self-efficacy and student-centred teaching approaches (Postareff, Lindblom-Ylänne and Nevgi, 2007_[307]). Similarly, Brennan, King and Travers (2019_[308]) evaluate professional learning programmes on inclusive pedagogical approaches obtaining consistent results. By promoting inclusive pedagogical approaches through in-service training, Brennan, King and Travers (2019_[308]) find positive effects on the way in which teachers develop beliefs, attitudes, self-efficacy and inclusive teaching strategies.

Critically reflective pedagogies can also be adopted to prepare teachers for diversity and inclusion in initial teacher education. For example, evidence shows positive outcomes of developing pre-service training on culturally-responsive teaching, through critically reflective pedagogies aimed at engaging prospective teachers in critical reflection and awareness of their own beliefs and assumptions (Burbank, Ramirez and Bates, 2016_[309]). Horizontal CPL initiatives bridging evidence-informed pedagogical theories and classroom practices can also contribute to promoting teachers' competences for inclusive teaching (see Box 4.2).

Box 4.2. An evaluation of a horizontal professional learning programme on inclusive pedagogy

“On the Shoulders of Giants” is a voluntary professional learning programme for teachers in the Valencian community of Spain. It started in 2012 as a horizontal initiative

among twenty primary and secondary school teachers, aiming to expand knowledge and pedagogies of improving inclusive learning for all students. Today, the training regularly engages 300 participants every month and connects education stakeholders in horizontal and collaborative spaces where theoretical and practical knowledge is shared.

The professional learning programme consists of dialogic pedagogical gatherings (DPGs). These gatherings connect teachers and other educational stakeholders in spaces where participants read and share research on matters linked to education, pedagogy, psychology and sociology, with the final aim of promoting more inclusive schools. By bridging teachers' experiences in the classroom and evidence-informed pedagogical theories, the DPGs aim to improve educational outcomes of all students.

An evaluation of the programme (Rodriguez et al., 2020^[310]) shows that teachers participating in the training successfully engage in dialogic teacher education. The training not only positively affects the practices and attitudes teachers develop in the classroom; it also encourages horizontal cooperation and knowledge sharing among teachers. In particular, the study assesses the positive effects of participating in the training in four main areas:

- i. Transforming teaching practices of individual teachers.
- ii. Increasingly informing teaching practices through evidence-based research.
- iii. Growing emergence of networks among teachers to share practices and knowledge stemming from scientific evidence.
- iv. Improvement in student learning assessed by teachers.

A smaller branch of literature assesses the impact of inclusive curricula, with a particular focus on culturally-responsive curricula. Curricula that are culturally responsive increase different dimensions of student well-being, such as academic participation and outcomes (Dee and K., 2017^[311]), as well as civic engagement (Bowman, 2011^[312]). Culturally-responsive curricula also promote student psychological and socio-emotional well-being. Zirkel (2008^[313]) reviews studies carried out in post-secondary settings, showing how inclusive curricula can help to support student well-being in diverse classrooms. For example, courses encouraging open dialogue among students on ethnicity-related matters positively influence student attitudes towards others. Similar results are shown regarding courses integrating content on sexual orientation. Even when curricula marginally incorporate cultural and ethnic diversity-related content, this nonetheless leads to better academic outcomes, self-confidence and engagement for students across education levels, subjects and ethnic groups (Gay, 2010^[314]).

Yeager, Walton and Cohen (2013^[315]) investigate assessment strategies to provide inclusive feedback to students. Many students, especially those who are exposed to negative stereotypes and discrimination, are more likely to fear that teachers may not assess them fairly (Yeager, Walton and Cohen, 2013^[315]). Evidence shows that encouraging students, particularly those from minority backgrounds, to view critical feedback as a sign of teachers' high standards, while also promoting a belief that students are potentially able to meet those standards, leads to eliminating students' perception of bias or unfairness in the feedback received (Cohen, Steele and Ross, 1999^[316]). Evidence from the United States shows that similar interventions aimed at promoting positive understanding of critical feedback can be effective at promoting learning outcomes for diverse students. For example, Yeager, Walton and Cohen (2013^[315]) show that this feedback has significant impact on the academic outcomes of Black students in urban settings across the Unit, also

leading to a decrease in achievement gaps between Black and white students (Yeager, Walton and Cohen, 2013^[315]).

The OECD (2018^[317]) finds that students from immigrant backgrounds are more likely to report receiving frequent feedback in science than native peers. This does not appear to be due to the fact that, on average across OECD countries, students from immigrant backgrounds tend to have lower academic outcomes in the discipline. Additionally, on average across OECD countries, students from first-generation migration backgrounds are more likely to report receiving frequent feedback from teachers than students from second-generation migration backgrounds (OECD, 2018^[317]). In turn, feedback and support by teachers affect various student well-being outcomes. For example, receiving frequent feedback correlates to higher self-reported life satisfaction and can also contribute to enhancing emotional resilience among students from migration backgrounds (Ibid.).

Table 4.6. Impact of interventions to promote inclusive pedagogy, curriculum and assessment

	Examples of interventions	Impact
Inclusive pedagogy	<ul style="list-style-type: none"> Initial teacher education 	<ul style="list-style-type: none"> Evidence shows positive outcomes of developing pre-service training on culturally-responsive teaching, through critically reflective pedagogies aimed at engaging prospective teachers in critical reflection and awareness of their own beliefs and assumptions (Burbank, Ramirez and Bates, 2016^[309]).
	<ul style="list-style-type: none"> Formal professional learning and training 	<ul style="list-style-type: none"> Evidence from pedagogical training for 200 teachers at the University of Helsinki, Finland, shows that promoting professional learning programmes aimed at enhancing teachers' pedagogical skills has considerable positive effects on how teachers develop self-efficacy and student-centred teaching approaches (Postareff, Lindblom-Ylänne and Nevgi, 2007^[307]). By promoting inclusive pedagogical approaches through in-service training, there can be positive effects on the way in which teachers develop beliefs, attitudes, self-efficacy and inclusive teaching strategies (Brennan, King and Travers, 2019^[308]).
	<ul style="list-style-type: none"> Horizontal professional learning opportunities 	<ul style="list-style-type: none"> Evidence from evaluation of horizontal professional learning programme "On the Shoulders of Giants" in Spain shows that teachers participating in the training successfully engage in dialogic teacher education. The training not only positively affects the practices and attitudes teachers develop in the classroom; it also encourages horizontal cooperation and knowledge sharing among teachers. Key impacts include transforming teaching practices of individual teachers and increasingly informing teaching practices through evidence-based research (Rodriguez et al., 2020^[310]).
Inclusive curriculum	<ul style="list-style-type: none"> Promoting diversity and inclusion in the curriculum through open dialogue 	<ul style="list-style-type: none"> Courses encouraging open dialogue among students on ethnicity-related matters positively influence student attitudes towards others (Zirkel, 2008^[313]).
	<ul style="list-style-type: none"> Integrating content in the curriculum 	<ul style="list-style-type: none"> Similar results are shown regarding courses integrating content on sexual orientation. Even when curricula marginally incorporate cultural and ethnic diversity-related content, this nonetheless leads to better academic outcomes, self-confidence and engagement for students across education levels, subjects and ethnic groups (Gay, 2010^[314]).
Inclusive assessment	<ul style="list-style-type: none"> Promoting a positive understanding of critical feedback 	<ul style="list-style-type: none"> Encouraging students, particularly those from minority backgrounds, to view critical feedback as a sign of teachers' high standards, while also promoting a belief that students are potentially able to meet those standards, leads to eliminating students' perception of bias or unfairness in the feedback received (Cohen, Steele and Ross, 1999^[316]). Critical feedback has significant impact on the learning outcomes of Black students in urban settings across the United States, also

		leading to a decrease in achievement gaps between Black and White students (Yeager, Walton and Cohen, 2013 ^[315]).
	<ul style="list-style-type: none"> • Providing frequent and timely feedback 	<ul style="list-style-type: none"> • Receiving frequent feedback correlates to higher self-reported life satisfaction and can also contribute to enhancing emotional resilience among students from migration backgrounds (OECD, 2018^[317]).

Note: The Table present examples of some of the existing interventions to promote inclusive pedagogies, curricula and assessments.

Sources: Brennan, King and Travers (2019^[308]), Supporting the enactment of inclusive pedagogy in a primary school, <https://doi.org/10.1080/13603116.2019.1625452>; Burbank, Ramirez and Bates (2016^[309]), The Impact of Critically Reflective Teaching: A Continuum of Rhetoric, <https://doi.org/10.1080/01626620.2016.1155095>; Cohen, Steele and Ross (1999^[316]), The Mentor's Dilemma: Providing Critical Feedback Across the Racial Divide, <https://doi.org/10.1177/0146167299258011>; Gay (2010^[314]), Culturally-responsive teaching; OECD (2018^[317]), The Resilience of Students with an Immigrant Background: Factors that Shape Well-being, <https://doi.org/10.1787/9789264292093-en>; Postareff, Lindblom-Ylänne and Nevgi (2007^[307]), The effect of pedagogical training on teaching in higher education, <https://doi.org/10.1016/j.tate.2006.11.013>; Rodriguez et al. (2020^[310]), On the Shoulders of Giants: Benefits of Participating in a Dialogic Professional learning Program for In-Service Teachers, <https://doi.org/10.3389/fpsyg.2020.00005>; Yeager, Walton and Cohen (2013^[315]), Addressing Achievement Gaps with Psychological Interventions, <https://doi.org/10.1177/003172171309400514>; Zirkel (2008^[313]), The influence of multicultural educational practices on student outcomes and inter-group relations.

Conclusion: Translating practice into policy

Across OECD countries, education systems have increasingly focused on valuing diversity and fostering inclusion, as a consequence of increasingly heterogeneous classrooms and societies. These rapidly evolving contexts require new approaches to conceptualise diversity through multi-dimensional and intersectional lenses. This also entails developing inclusive teaching practices that can meet the needs of all students in the classroom.

Inclusive teaching can generally be defined as the ways by which teaching is developed and carried out to promote the inclusive learning and well-being of all students in the classroom. In this process, key elements such as pedagogy, curriculum and assessment, and core competences, including critical reflection, global competence and a growth mindset, play a fundamental role. Other elements, such as managing the classroom environment, are also important to set a positive classroom climate for inclusive interactions.

In diverse classrooms, teachers play a fundamental role in the process of promoting learning environments, where all students can thrive, according to their needs and learning styles. Ensuring that teachers are equipped with the knowledge, skills and tools to implement inclusive teaching is key for education systems attentive to leaving no student behind. To build teacher capacity for inclusive teaching effectively, a multiplicity of challenges must be acknowledged and overcome. These include low attraction and retention of a diverse teaching workforce, insufficient teacher preparation and development in areas related to diversity and inclusion, as well as a lack of teacher evaluation for inclusive teaching. These challenges can be addressed through a number of key teacher policy areas.

Attracting and retaining diverse candidates in initial teacher education can help diversify the pool of prospective teachers. Across countries, diverse approaches are implemented to enhance attraction and retention of a more diverse teaching body. These include targeted strategies, such as inclusive admission strategies, financial and non-financial incentives, as well as broader policies to establish supportive environments and improve the attractiveness and reputational standards of the teaching profession.

Integrating initial teacher education programmes with objectives and competences for diversity and inclusion can equip prospective teachers with the knowledge, competences and skills necessary to promote inclusive teaching practices once in the classroom. Across countries, diversity and inclusion are incorporated in initial teacher education in different ways. Theoretical and practical knowledge on inclusive teaching are often integrated into fieldwork and hands-on experience. Study-abroad programmes and intercultural experiences are also promoted to develop inclusive teaching competences, such as global competence, critical reflection, self-awareness and self-efficacy.

Supporting novice teachers effectively from the start can greatly contribute to improving working conditions and retaining high-quality and diverse teachers in the profession. Across countries, induction and mentoring programmes aimed at providing collaborative support between novice teachers and more experienced teachers are increasingly widespread practices. Other strategies to support and retain novice teachers in diverse settings place novice teachers in less disadvantaged school environments in their first years of teaching or prepare them to work in disadvantaged school settings through initial teacher education. Induction and mentoring that are responsive to the individual needs of diverse novice teachers are also increasingly implemented practices across countries to support novice teachers' effectiveness, well-being and retention.

While teaching, teachers remain lifelong learners. As such, teachers can be provided with continuous professional learning opportunities that reflect their professional learning needs in the field of diversity and inclusion. Across countries, together with formal in-service training, horizontal and collaborative approaches, such as professional learning communities, are increasingly emerging. These approaches can promote joint-problem solving, reflection and the sharing of best practices and experiences. Professional learning programmes, among others, can be designed to mitigate unconscious bias, promote critical reflection, student-centered, empathic and perspective-taking approaches, and integrate diversity and inclusion through pedagogies, curricula and assessments. To further guide and support teachers, there is an increasing focus on promoting an inclusive school leadership and management.

Promoting teacher well-being can accompany the implementation of inclusive teaching. Teachers can be supported in their professional and personal lives to improve their working conditions and the well-being of all participants in the classroom. In the current context of rapidly changing and increasingly diverse classrooms, providing support for teachers to navigate high-stress environments and broaden their knowledge and skills to address diverse student needs can contribute to implementing inclusive teaching.

Structuring teacher evaluation for inclusive teaching can contribute to building teacher capacity and serve both summative and formative purposes. It can strengthen teacher effectiveness and inclusive teaching practices, reward performance and support the work in the classroom. Across countries, teacher evaluation in areas related to inclusive teaching include more traditional teacher appraisal systems, as well as increasingly emerging approaches, such as peer observation among teachers. However, system-wide frameworks for teacher evaluation in areas related to diversity and inclusion are still lacking across most countries.

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