

Children with Migration Backgrounds in Russian Elementary Schools: Teachers Attitudes and Practices

Authors : Chulpan Gromova, Rezeda Khairutdinova, Dina Birman

Abstract : One of the most significant issues that schools all over the world face today is the ways teachers respond to increasing diversity. The study was informed by the tripartite model of multicultural competence, with awareness of personal biases a necessary component, together with knowledge of different cultures, and skills to work with students from diverse backgrounds. The paper presents the results of qualitative descriptive studies that help to understand how school teachers in Russia treat migrant children, how they solve the problems of adaptation of migrant children. The purpose of this study was to determine: a) educational practices used by primary school teachers when working with migrant children; b) relationship between practices and attitudes of teachers. Empirical data were collected through interviews. The participants were informed that a conversation was being recorded. They were also warned that the study was voluntary, absolutely anonymous, no personal data was disclosed. Consent was received from 20 teachers. The findings were analyzed using directive content analysis (Graneheim and Lundman, 2004). The analysis was deductive according to the categories of practices and attitudes identified in the literature review and enriched inductively to identify variation within these categories. Studying practices is an essential part of preparing future teachers for working in a multicultural classroom. For language and academic support, teachers mostly use individual work. In order to create a friendly classroom climate and environment teachers have productive conversations with students, organize multicultural events for the whole school or just for an individual class. The majority of teachers have positive attitudes toward migrant children. In most cases, positive attitudes lead to high expectations for their academic achievements. Conceptual orientation of teacher attitudes toward cultural diversity is mostly pluralistic. Positive attitudes, high academic expectations and conceptual orientation toward pluralism are favorably reflected in teachers' practice.

Keywords : intercultural education, migrant children schooling, teachers attitudes, teaching practices

Conference Title : ICCIC 2019 : International Conference on Cross-Cultural and Intercultural Communication

Conference Location : Los Angeles, United States

Conference Dates : October 30-31, 2019