

Migration and Diversity in schools



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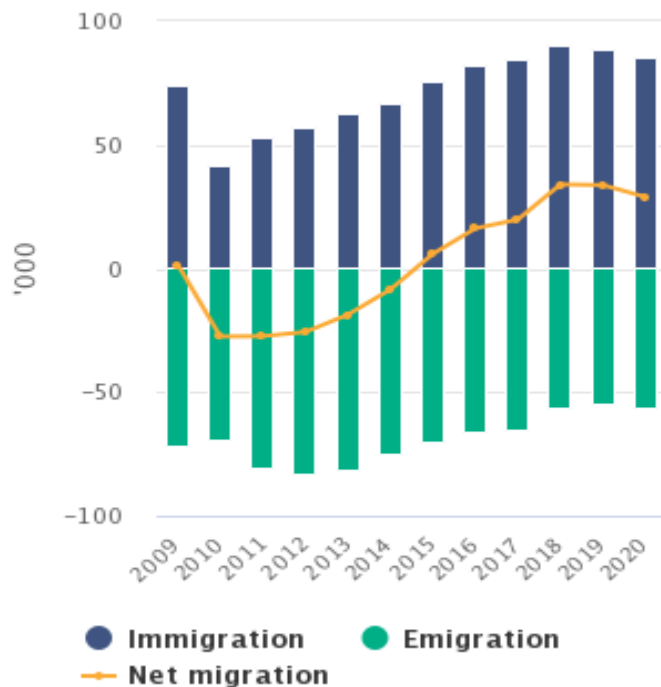
Issues to consider



- Changing society, changing schools
- Migrant children and education
- Teacher perspectives
- Parent perspectives
- Concluding comments – things to think about

Changing society, changing schools

Figure 1 Migration



- Population 4.98 million (2020);
- 12.7% nationality other than Irish (UK, EU, EU13, Rest of the world)
- 12% of school going population (under estimate)
- Increasing diversity in a faith based stated funded system
- Refugees – highly restrictive asylum system
- From boom to bust and backCovid?

Immigrant profile (CSO 2020)



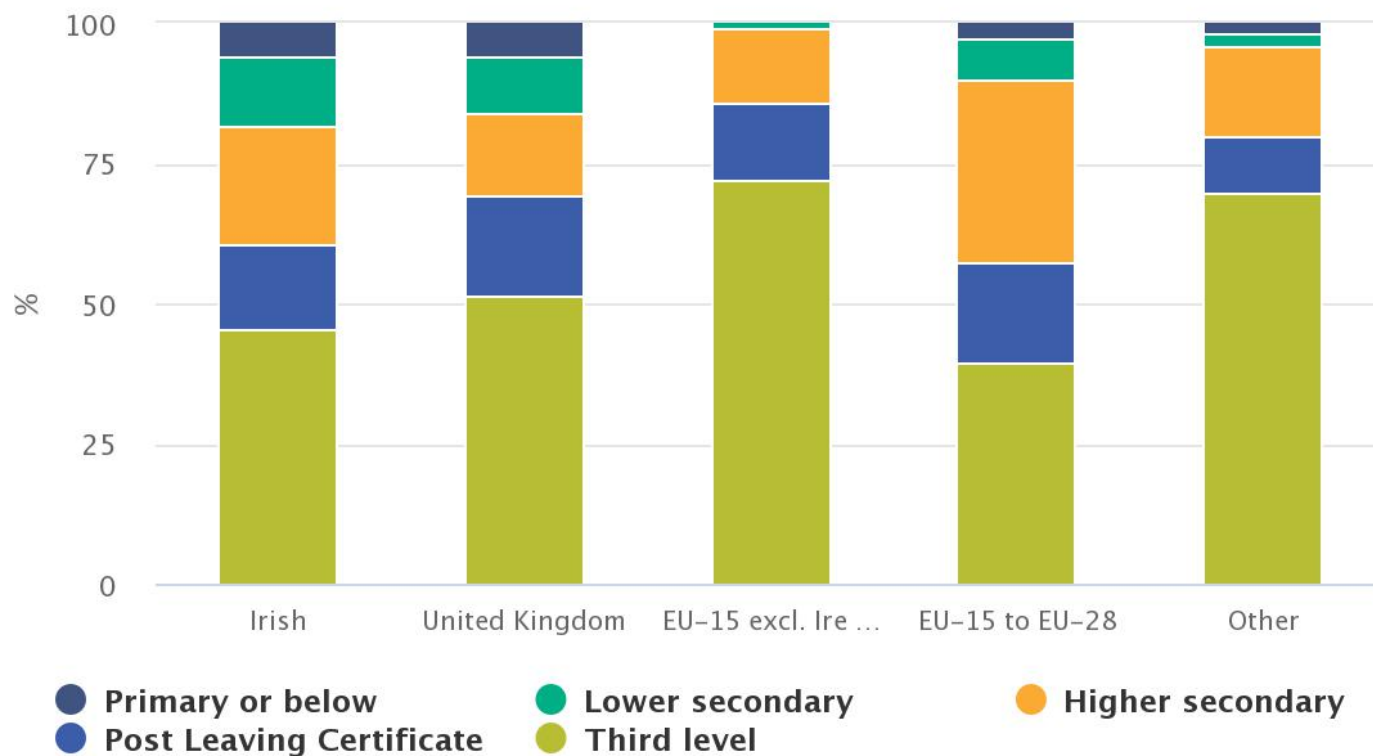
- 12 countries (>10,000) account for largest portion of immigration Brazil, France, Germany, India, Italy, Latvia, **Lithuania**, **Poland**, Romania, Spain, **UK**, USA
- Age and Education profile

Highest level of education by nationality

24 – 65 years



Figure 4 Highest level of education attained for persons aged 25–64, by nationality, Q2 2019



Languages

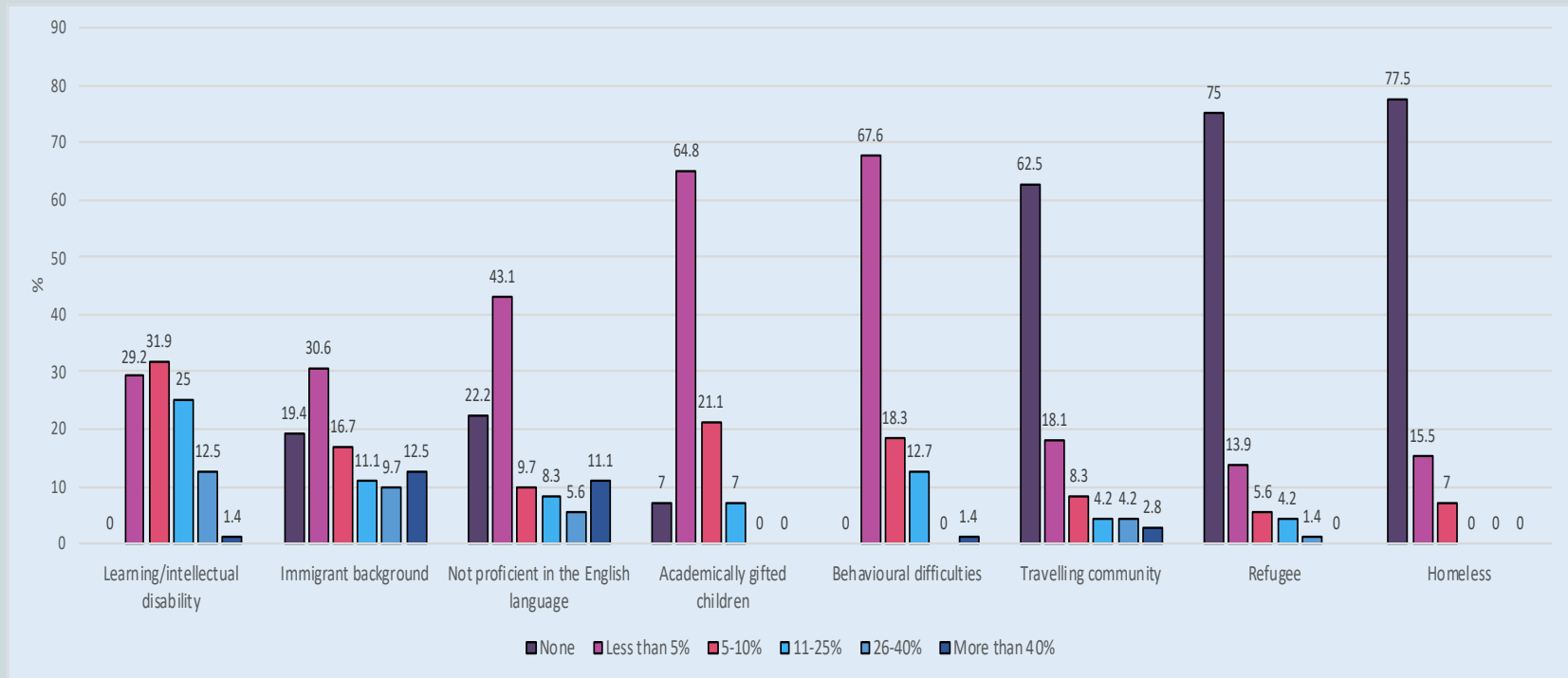


- 10% of population speak a language other than Irish or English at home
- 46% of these are children
- Polish, French, Lithuanian, German, Russian, Spanish, Romanian, Chinese, Latvian, Portuguese, Arabic

Geographic clustering: Segregation?



- Children's School Lives (CSL) (Devine et al 2020) and minority representation:

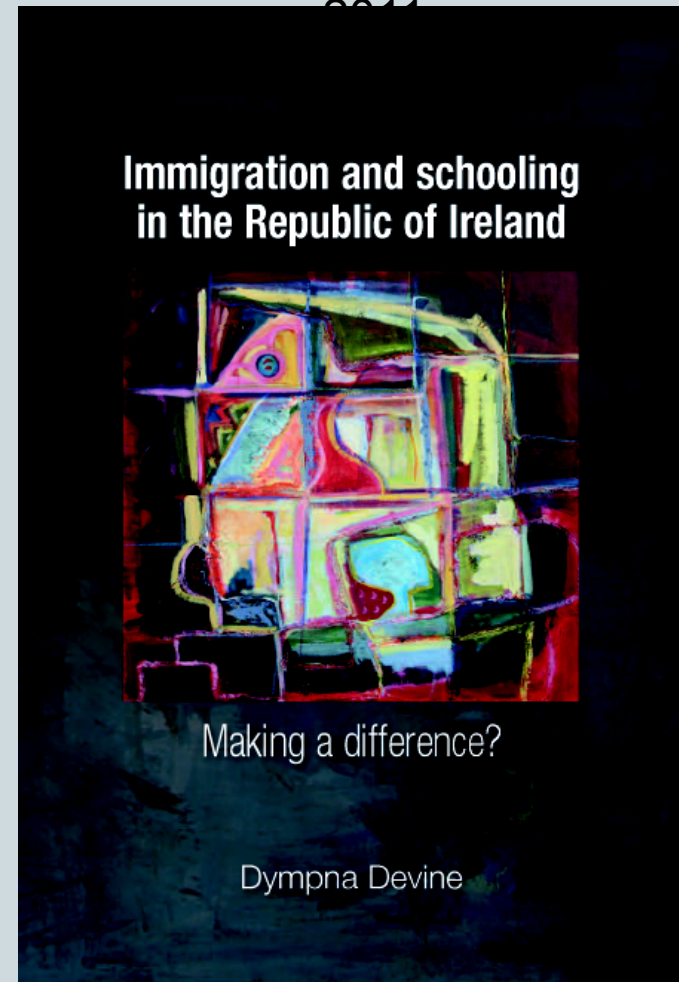
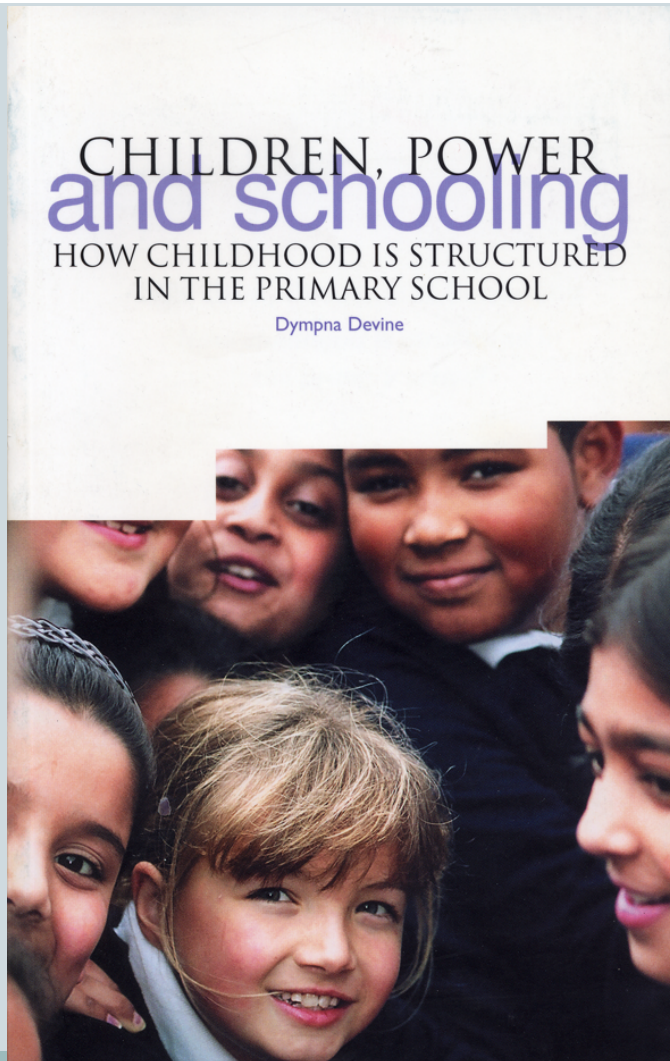


Migrant children and education : Some Facts

- International comparative studies: PISA, TIMMS, PIRLS
- Risk of under-achievement literacy and numeracy
- Early school leaving



Researching the power of education and power in education



'Value'ing Migrant children differently?

'You can't talk about yourself or your culture, you have to hide...It's like living another life' (17 year old 2nd generation Vietnamese Irish)

'Girls in my class don't know I'm a Traveller [gypsie] ...I'm ashamed. I don't want to tell them' (10 year old Irish Traveller gypsie)

I don't know why they call people coloured. White people when they get sick, they go pink and blue. When they die they go pale and purple...they are the ones who turn all different colours' (11 year old Syrian girl)

- Recognition

- Visibility

- Power

General research findings (Devine 2011/2016)



- Immigrant children are ambitious and want to do well
- Enhance family opportunities through their work in school
- Desire to become fluent in English
- Some frustration at slow pace of learning
- Attitudes toward learning Irish
- Mixed views on cultural recognition
- Level of 'Irishness' influenced by age as well as ethnic background
- Gender and social class influences

Teacher Perspectives



- Strengths and challenges of diversity
 - Stereo types and prejudice
 - Expectations
 - Time, resources, training
- *It makes me feel quite helpless because he is not getting any work done. I feel I am failing him and the system is failing him (Mr Tuohy, Primary)*
 - *Her English was terrible, her attendance was terrible. **It wasn't worth the investment of my time when others needed as much help** as I could give them (Ms Murphy, Secondary)*
 - *It's not about creating a difference between our Irish child and our international child but it's very much about losing out when they all need the extra support' (Ms Macken, Deputy Principal, Oakleaf primary)*

Parent perspectives



- Knowledge and understanding
- Family networks
- Sustaining identities
- Time bind, work and lone parenting

1. *I chatted with teachers and it was such a good experience for me [...] we ate together three or four times. So ... I can go to anyone because they know me and **I am not a stranger for them.**(Pakistani mother, Redford secondary)*
- *When we came first the heat was so high that you felt threatened to be part of the community...because you don't feel that you are welcome...so that would be why **we would prefer to be in the shell**' (Nigerian father, Silverwood primary)*
- *I think Amira doesn't feel like me...maybe just the colour. She is really **proud to be what Irish people are supposed to be like, to be the power** in this country' (Amira's dad Ghana)*

Concluding reflections



- *‘It’s really hard...we all have our built in prejudices and it is only when we come face to face and deal with it that we really see that change is worth the challenge’ (Mr Dempsey, Primary Principal)*

Questions to think about:



- What are my own experiences of ethnic diversity, especially while growing up?
- How culturally inclusive is my practice with children in the classroom?
- What are the challenges that I face in practising *for* diversity in my school/classroom?