

# **PREPARING PRE-SERVICE TEACHERS IN CANADA AND GERMANY TO WORK WITH REFUGEE STUDENTS: AN ANALYSIS OF DISCOURSES IN PLACE**

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Her research looks at in-service and pre-service teacher understandings of second language teaching and learning. Her work in Hamburg includes a current action research project with German Bilingual Program teachers in Canada entitled Rating German Children's Books. This project examines factors of text complexity and readability for the selection of German children's books to facilitate the teaching of reading to children learning German as a second (or additional) language. The results from this research will hold significance for German as a Second Language (DaZ) teaching in increasingly diverse classrooms.

## **INVITATION TO LECTURE**

on 13.06.2022

at 14 Uhr (s.t.)

in Alsterterrasse 1, room 527

All interested parties are welcome!

## **ABSTRACT**

The large influx of Ukrainian refugees into Canada and Germany focuses our attention once again on refugee education in the school system. Some refugee children have unique educational needs due to experiences with trauma from war. For pre-service teacher education to be responsive to these changes in the educational needs of the student population, the course content of their teacher preparation needs to address topics such as trauma-informed practice.

In this talk, I will present the findings from two separate studies, one in Canada and one in Germany, to highlight how different pre-service teacher education programs prepare future teachers to work with refugee children. In the Canadian study, 17 faculty, administrators and staff from one university were interviewed. Findings revealed a strong commitment to culturally responsive teaching and trauma-informed pedagogy, but discomfort with terminology around integration.

In the German study, responsive interviews were conducted with 8 instructors in a pre-service teacher education program. Findings revealed strong discourses around the need for pre-service teachers to understand refugee children as culturally and linguistically diverse learners. Little emphasis was placed on trauma-informed practice, in part from a strong discourse of separation of responsibilities between teachers and school psychologists.

Drawing from Scollon and Scollon's (2009) conceptualization of discourses in place, findings from both studies are compared. This comparison sheds light on the need to re-evaluate discourses within each program that may limit the scope of preparation for teaching refugee children.