

Paper session 3B | Quality in professional development efforts

Room: Kullager

Discussant: Camilla Magnusson, University of Oslo

The implementation and effectiveness of professional developments related to developing intercultural competencies: a meta-synthesis

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A vision of the QUINT conference is to engage in discussion for teacher education and professional developments that support and advance high-quality teaching. PDs that target teachers' intercultural skills are critically important to advance the quality of pedagogical and instruction practices that meet the diverse learning needs of students; yet they are severely understudied. That is, despite schools' investments in and reliance on these PDs, there is not strong empirical support of if and how these PDs support teachers' development of intercultural competencies. In this paper, I address this gap and conducted a meta-synthesis review of over 20 years of research on PDs related to developing intercultural skills and competencies. Specifically, I explore how PDs related to intercultural competencies have been implemented in schools, what design features are commonly used, and what are the outcomes of these PDs. I draw on sociocultural learning theory and meta-synthesis methods to systemically review and analyze the literature.

Based on determined inclusion criteria, 78 articles were identified and included in this review. Preliminary findings demonstrate multiple implementation and design features of these PDs that contribute to how teachers develop intercultural competencies. Initial analyses also revealed mixed results in terms of teacher outcomes. For example, some studies captured increases in teachers' awareness and use of culturally relevant practices, but for the most part, teachers struggled to translate PD concepts into classroom techniques and practices. Further analyses will map successful implementation techniques to teacher outcomes. Findings of this study contribute to the empirical literature on the efficacy and outcomes of PDs related to interculturalism and educators' learning processes. Findings will be utilized to inform a conceptual model for the design, implementation, and expected outcomes of these PDs. This is critical in developing effective support systems that advance teachers' practice and growth.