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Perspectives of teachers of high performing immigrant youth in a German secondary school

This study examined the perspectives of culturally responsive teachers of high performing immigrant youth at Gymnasium Baden (a pseudonym), in southern Germany. Perspectives were documented, against the grain of a conservative region that has experienced dilemmas of integrating immigrants into school and society. The consequences of failed intercultural education in Europe have prompted increased demands to consider diversity in teacher training and to provide more equitable opportunities for immigrants. Audio recorded interviews with teachers (N=10) documented perspectives of teaching immigrant youth. Transcriptions were read and coded line by line for the following themes: 1) the teacher's expectations for immigrant youth 2) the teacher's perceptions of the school climate and 3) preparation for teaching immigrant youth. Teachers maintained high expectations for high performing, studious immigrant youth and informed a welcoming, culturally responsive school atmosphere.

Although their teacher preparation occurred during a time when teaching immigrant students was not a concern in the field, they advised teacher preparation programs to address cultural and linguistic differences.