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RESULTS OF THE SURVEY

COUNTRY FOCUS: POLAND

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Our research has been directed to the teachers of multicultural classes. The survey came from 100 people with the use of Polish language. A pilot study was carried out from 05.05.2017 in the local schools of Kraków to evaluate existing and new skills and knowledge and competence of teachers of Innovative training for multicultural classes.

The main outcomes are the following:

1)What challenges/difficulties amongst the students have you encountered when you've started teaching a new class/group with a foreign background?

The situation in Poland is changing. Despite the UE policies the new Polish government do not allow new immigrants in Poland. Therefore teachers do not have in the classes a newly arrived asylum seekers from other countries. The only exemption are the minorities that stay in Poland for decades already: Jewish, German, Roma and the



new immigrants from Ukraine. Special concern have to be respected toward the underdeveloped children that consist about 25 % of students in integrational school. The teachers may experience some challenges with Polish language in case of Ukrainians and Roma as well as the low knowledge of computer operating.

2) Do these challenges alter over time when the students' progress? If so, in what ways?

The challenges alter in case of the Ukrainians. It is more difficult for teachers to convince the Roma students to work hard on the language or mathematics.

3) Are the challenges/difficulties different depending on sex, ethnicity, culture, religion and/or educational background? If so, in what ways

Most of the teachers observe that the Roma and disadvantaged students require permanent special attention and often teacher assistant.

4) Have you found a working strategy/method for finding a common ground when teaching students who face different kinds of challenges/have different difficulties in the same class/learning situation? If so, what strategy?

Teachers use a variety of strategies and techniques to gather the information necessary to make the assessment system effective and motivational:

- understanding of concepts and processes;*
- acquisition of knowledge;*
- developing a positive attitude to learning;*
- ability to take responsible action.*

5) After how long can you detect signs of acceptance, adaptation and/or assimilation (if any) amongst the students?

The strategies and techniques are mostly apply in the first 3 years. After this period the teachers and students get to know each other very well and the individual methodologies work well. Students present collaborative approach and collective work.

6) Does the degree of adaptation differ depending on sex, ethnicity, culture, religion and/or educational background? If so, could you give some examples?

The German and Ukrainians can adopt much faster than others.

7) Have you noticed any differences in degrees of integration between teaching a single cultural class/group and a multicultural class/group? If so, what differences?

Conflicts around ethnic stereotypes, resulting in marginalization. Teaching must be carefully guided by specialists.



8) Have you detected any topics that are difficult to teach/talk about in a multicultural class/group? If so, what topics?

The teachers agreed on the scientific classes: Math, Physics, Language classes can be more difficult for some students.

9) Are there situations where students end up in heated debates and can't seem to be able to regain focus? If so, does the degree of intensity differ between single cultural classes and multicultural classes? Could you give an example?

The schools are well prepared for such conflicts and the teachers know how to solve these problems with students. However, it is more difficult to solve such problems among their parents.

10) If you end up in such a "trap", have you found a strategy/"trick" to get out of the "trap" and get the class back on track? If so, what strategy/"trick"?

Experiential activities which help promote peace and for learning conflict resolution skills.

Students are required to find and research a physical activity/game from another culture, then play the game and discuss its background with the rest of the class.

11) Are there any areas in teaching a multicultural class you feel you struggle more with than other areas? If so, what areas?

The computer knowledge can be more difficult to teach children who do not have a background. A opposite to the children who already have a good experience playing at home.

12) Would you like to be able to get support, tips and/or concrete exercises online designed for specific teaching situations? If so, in what format would you prefer it (for instance chat, searchable databank, videos etcetera)?

Yes. Most of the teachers agreed to be supported with concrete exercises online for specific situations.

13) Does the teachers/educators background (ethnic, cultural etcetera) affect the dynamics, perception, influence and reception regarding challenges and integration in the class/learning situation? If so, could you give an example?

In Poland the number of teachers with different ethnic background is very small.