

English summary

Britten Ekstrand & Sanela Nadarevic: Multiculturalism in teacher education: How does society prepare its becoming teachers/ Mångkulturalism i lärarutbildningen: Hur förbereder samhället sina blivande lärare/? *Pedagogisk Forskning i Sverige*, Vol. 15, No. 4, pp. 257–276. Stockholm: ISSN 1401-6788

Looking at teacher educations in Sweden and their focus on multiculturalism, the attention is drawn to the limitations in the curricula and learning outcomes. Teacher education does not seem to prepare future teachers to educate for diversity according to investigations and reports. In this statement three university colleges in Sweden are excluded being outstanding in the field according to their aims and directions. In a continuously changing and diversified society however every teacher must be equipped with pluralistic viewpoints, knowledge and competences to meet democratic values.

But in teacher educations the willingness to change is insufficient and progress in Sweden, as well as in other countries according to what is reported in Bologna- and EU-projects, is hard to see. Weaknesses are foremost to be found in the ability to implement new theories in education or technological innovations. Some fields such as the competence to meet multiculturalism and equality are utmost disadvantaged. The challenges can be recognized all over the world, but different countries treat the multicultural question in different ways according to their systems; national history, traditions, political and educational organisation.

In this article a study of how teacher education in Sweden communicates the multicultural question is described through a limited study focusing prescribed literature in teacher education. A point of departure has been national, European and international policy documents concerned with school, education and supervision in a multicultural society. To our points of departures research on teacher education in the field has been added.

In Sweden there are no documents guiding teachers educationally in a multicultural society. In Europe however extensive research on intercultural experimental programmes concerning multiculturalism in teacher education has been in operation since the 1930's. Educationally, socially and societal several countries and governments have supported the projects. UNESCO and the declaration of the United Nations probably have had importance. Nowadays in Europe the politics of education generally, and teacher education especially, are top priority after the Lisbon strategy 2000. Teachers are

given a key role when it comes to work for the European Union and its goal as the highest knowledge driven economy.

By penetrating research internationally the present examination has been able to distinguish described different theoretically anchored multicultural discourses. In Sweden essentially three discourses are discerned; the monocultural about an imagined homogeneity, the multicultural which in Sweden is viewed as a state of things and the intercultural viewed as action. Internationally talk about multiculturalism includes different directions and emphasis and a slightly different definition seems at hand. Turning to the intercultural perspective in international contexts it seems reserved talk about relations countries in between, talk about different cultural determinations, definitions or positions.

The multicultural perspective contains several perspectives as has been mentioned, among others that of definitions, but also one of hybrids. In addition to this an additional discourse is growing stronger which comes under the heading of a critical multicultural perspective. In this perspective lays the outspoken ambition to influence or have an effect on reflections about identity development or questioning conceptions, ideas or notions. Democratic values in the society are a point of departure but one which goes beyond the willingness to be satisfied with confirming individuals and thoughts.

A contribution to a development of deliberative communication in teacher education might be a spread consciousness of possibilities to grasp these complexities. Pragmatically seeking understanding we asked ourselves: How about multiculturalism in teacher education? What questions are raised and discussed? What perspectives are communicated? Prescribed literature in two different teacher educations in Sweden; one acknowledges the intercultural perspective and one supposedly not, has been looked into in this study. The research described is aiming to get hold of what discourses or theoretical perspectives concerning multiculturalism that are treated and communicated in teacher education. A critical analysis and discussion inspired by Fairclough's critical discourse analysis is related to international research in the field of teacher education and multiculturalism.

The result roughly outlines and gives us a hint of that teacher education treats the multicultural question in sharply different ways or not at all. The article ends up discussing the need for an encompassed, research grounded, global improvement in teacher education in this field using confronting perspectives in education and a critical multicultural perspective as a challenge.