QUESTIONNAIRE FOR MATHEMATICS TEACHERS – ANALYSIS AUSTRIA

The Austrian team received 36 responses, 31 of which are from lower secondary teachers (students' age 10 – 14), on which this analysis is based. The average teaching experience is 14 years. Only 2 teachers received any training about teaching in multicultural classrooms, by attending professional development courses specialising in this area.On average, the percentage of students with a migration background in the classes of these teachers is 12%, with a wide range between 0% and 45%. About 83% of the teachers taught mathematics to migrant students at some point in time. Almost none of their schools (only 1 case) offer a special programme for pupils with a migration background. Typical issues that have been reported by teachers were difficulties of such students in understanding complex word problems (9 teachers) and in expressing mathematical connections with a satisfying degree of exactness (7 teachers). Advantages seen by teachers were addition of multicultural contexts (8 teachers), other calculation methods (5 teachers), and the need for teachers to express things in several different ways and by that also helping non-migrant students understanding things better (5 teachers). 3 teachers reported finding suitable materials in the internet (mainly on CLIL sites or on sites dealing with word problems or contexts from numerous cultures). Only 1 teacher connected with colleagues to seek support, and 2 connected with school management (and were subsequently sent to the professional development courses mentioned above).

The majority of teachers with migrant students (18 teachers) wished for concrete didactic units from various cultural backgrounds. 8 teachers asked for a pedagogical support, mainly in expressing mathematical content in a suitable verbal and non-verbal way, so that non-L1-learners have better opportunities to understand explanations. Only 2 considered additional background information about students' cultures as a suitable tool.