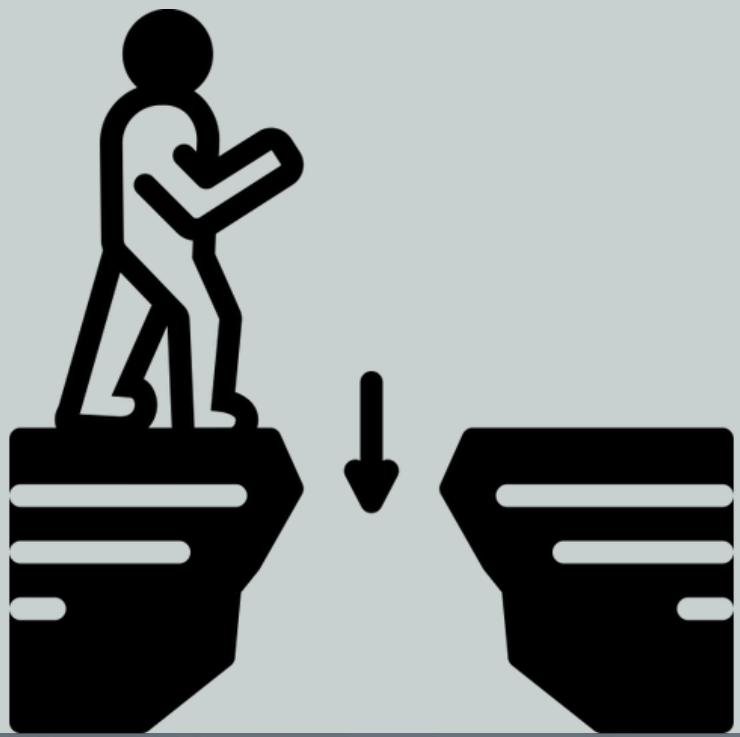


# Exploring secondary school teachers' attitudes and practices: A survey on diversity and equity

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## Background & introduction

In Flanders, the rising diversity in (pupil) population coincides with increasing educational inequalities and one of the largest achievement gaps in the OECD countries (OECD, 2018; Siongers et al., 2020).

## Method

Digging deeper: comparing Mining\* vs non-Mining cities in Limburg, Flanders *\*Cities with diverse population due to mining migration*



How do secondary school teachers in Limburg, Flanders evaluate their daily classroom practices, policies and attitudes towards diversity and equity?



### Survey-study

(based on Pohan & Aguilar, 2001; Vantiegheem & Avermaet, 2018)



### Descriptive analysis

- N total = 170
- N Mining cities = 60
- N Non-Mining cities = 110

## Conclusion

Addressing attitude-implementation gap is essential. Support is needed for effective diversity policy integration in schools.

## Results

No significant differences between Mining cities and non-Mining cities

Trends in Mining cities:

- More positive attitudes towards diversity;
- Less diversity classroom practices;
- Less diversity in school policy;
- More satisfaction with school diversity policies

## References

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