

Objectives	1	2	3	4	5
<b>1. Teaching as 'real' and honest empowering</b>					
I am ready to accept that as a teacher I don't know everything and I try to learn genuinely from my students					
I allow students to serve as mediators for some students(e.g. when their language skills are limited) and to take over some of my roles					
I am critical of the potentially stereotypical and/or ethnocentric contents of the materials I use in my teaching and share it with my students, training them for such critical thinking at the same time. I help all my students to dispel the familiarity of the accepted					
I try to differentiate for migrant students whenever I can and increasingly in negotiation with my migrant students (objectives, activities, the way I speak to them).					
I discuss the differences but also the similarities between Finland/Sweden/UK and other countries/cultures and ask my students to work from this continuum, without presenting the students' countries and/ or backgrounds as being backwards explicitly or implicitly (discourses on democracy, human rights, poverty only)					
I give all students the right to fail and to learn from their failure by encouraging them					
<b>2. Valuing the presence of migrant students in the classroom</b>					
I make constant use of their knowledge and skills					
I seize occasions to allow translanguaging to happen in the class even if I don't understand the language(s)					
I am fully committed to social justice and keep an eye on how migrant students are treated by others and how they treat others					

I encourage them to be as good performers as all the other students and to have dreams about their future					
<b>3. Paying attention to behaviours and discourses</b>					
I question the assumptions and preconceived ideas that were passed onto me about migrant students in teacher education					
I make a conscious effort to move away from deficit discourses about migrant students as much as I try to help others to do that					
I can take risks and question my colleagues' assumptions about migrant students					
I question my assumptions about migrant students characteristics (socio-cultural and linguistic backgrounds)					
I am careful about labelling migrant students in terms of intellectual capacities					
I move away from exoticism when working/talking with them or their parents					
I pay attention to the way I speak about migrant students to them and other teachers. I refrain from 'boxing' them and let them negotiate who they want to be					
I seize opportunities to discuss problematic situations of racism, sexism, linguism... with my class instead of letting them pass					
<b>4. Using the school environment for inclusion and giving a voice</b>					
I pay attention to place, space, and objects in the classroom, corridors, etc. and try to make them relevant to migrant students					
I try to include parents and siblings in the (re-)design and decoration of teaching-learning space					
I ensure that the school environment allows migrant students to create a sense of belonging with the larger and smaller school communities					

I use space as a way of promoting discourses of equity and social justice amongst students and staff					
<b>5. Playing a more active role in relation to migrant students in society</b>					
I make a conscious effort to speak for (not over) migrant students in contexts outside schools					
I follow how migrant students are discussed in the national and international media to stay informed of their situation					
I dare to speak my mind when confronted with ideas and arguments against migrant students in the larger educational context					

Score scale:

- 5 – I always do this and see this as an important teaching practice
- 4 – I try to do as often as possible and understand the merits of this teaching practice
- 3 – I have no real opinion about this
- 2 – I occasionally do this but I feel it is not the most important part of my teaching
- 1 – I never do this and feel it is not an important teaching practice