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Teaching that Matters for Migrant Students Understanding Levers of Migrant Integration in Scotland, Finland and Sweden



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November 2022, Issue 18

In this issue:

- Project news
- Featured team member: Julia Eighteen
- Future events
- Blog post recap

Project news

We are looking forward to our final meeting, confirmed for 23-24 February in Edinburgh. We will be meeting in the Elder and Lee rooms at Old College. Please [register at this link](#) so we have some clarity regarding numbers. Julia is happy to email the file with further information on

booking accommodation (less than 5 minutes from the venue).

The Scotland team have now held feedback information sessions in all three schools. Members of leaderships teams had a chance to engage with the preliminary findings and we plan to hold further events with staff to build on this engagement. The Swedish team have confirmed January dates for feedback sessions.

Dr Nataša Pantic presented TEAMS research on migrant education (with a specific focus on response to receiving refugees from Ukraine) to teachers in Bratislava on Tuesday 22nd November. This was at the request of the UNICEF Education team, co-organising the conference with the City of Bratislava. The UNICEF Slovakia Ukraine refugee response office was set up to support the government, state and municipal partners and other stakeholders in addressing the needs of children and families who fled the war, and to promote their access to and inclusion in the Slovak education system, early childhood education and care, health, child protection, and social protection services. The conference was an opportunity to share the emerging findings with teachers from primary and secondary schools from the City of Bratislava and discuss their implication for responded to the new influx of students from Ukraine.



Featured team member [Julia Eighteen](#):

I'm delighted to have joined TEAMS last month as project manager/outreach coordinator, and look forward to interacting with many of you over the coming months. I've managed several large science research consortia at the University of Edinburgh, delivered SciComm workshops in schools and taken research to the public at science festivals. Before joining the University, I worked as a public service interpreter and taught English to migrant adults in Edinburgh. Outside work I enjoy playing fiddle, running, gardening and baking.

Future Events

November 29th - 11-12 GMT

Knowledge exchange event: Engaging with the AC Toolkit - [book here](#)

You are warmly invited to join members of the Centre for Research on Equality, Inclusion and Diversity (CREID) and the Social Justice and Inclusion Thematic Hub for an event showcasing the knowledge exchange activities of one of the CREID projects, Schools Acting as Agents of Change. This project recently received the 'Outstanding Flagship Project' award in the RCE Recognition Awards 2022. It supports the dissemination and use of the [AC Toolkit](#) by schools and teachers to make improvements using evidence from research projects in the areas of migrant integration, inclusion and inequalities, sustainability, and Covid recovery. It is therefore very relevant to schools interested in using TEAMS findings to promote migrant education, and

more widely relevant to anyone embarking on a change project aimed at improving performance. The event will allow time for Q&A and discussion, during which you are invited to bring your own KE activities or change projects in development to the table.


To hear more about events and future opportunities (such as seminars, workshops, and outreach activities) sign up via the link at the bottom of this newsletter.


Blog posts recap


TEAMS now has 13 blog posts on our website. Catch up on all the posts here:

- [Welcome to TEAMS](#) by Nataša Pantić
- [Embodied knowledge and a resource perspective: Welfare professionals and newly arrived children](#) by Anna Lund
- [Why study collaboration networks in schools?](#) by Marc Sarazin
- [Seeing Otherwise: An inclusive pedagogical approach for migrant students](#) by Lani Florian and Diana Murdoch
- [Filmmaking workshops: an arts-based proposal for exploring migrant students' worlds](#) by Silvia de Riba
- [Multi-professional Networking in Schools and out](#) by Tuire Palonen
- [Teachers as policy agents in multilingual classrooms](#) by Mirja Tarnanen
- [Why does the sense of belonging matter in school?](#) by Eveliina Manninen
- [The Case of Mother Tongue Instruction in Sweden: Between Policy and Practice](#) by Didem Oral and Anna Lund
- [Schools staff members' professional agency as a prerequisite for a change](#) by Päivi Hökkä and Katja Vähäsantanen
- [Collaboration in schools: between networks and institutions](#) by Gil Viry
- [Preparing pre-service teachers for inclusive pedagogy in multilingual and multicultural settings](#)
- [Migrant integration: Treating diversity as a norm in modern schooling systems](#) by Nataša Pantić
- [The meaning of peer interaction from the perspective of newly arrived migrants](#) by Denis Tajic and Anna Lund
- [To integrate or not to integrate migrant students in mainstream classes?](#) by Marc Sarazin, Anna Lund and Didem Oral



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