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



The project is funded by the Joint Nordic-UK Research Programme on Migration and Integration, Nordforsk (Project no. 94935).



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of EDINBURGH



March 2023, Issue 19

In this issue:

- Project news
- Featured team member: Shupin Li
- Workshop - Prof Joanna McIntyre and Dr Sinnika Neuhaus - 17 May
- Policy brief added to our website [here](#)
- New [blog post](#)

Project news

We enjoyed our final project meeting on 23-24 February. Please see [this link](#) to the presentations and agenda for the meetings. The first day was for TEAMS project partners while the second day was aimed at practitioners and other research users

and was attended by some forty colleagues. The morning session presented TEAMS research findings across three countries, and the afternoon was a knowledge café session. Both sessions allowed time for interaction and knowledge exchange, and TEAMS project is very grateful for the time teachers, head teachers and others gave to engage with findings and share their own experiences and knowledge.

The project team completed work package 4, holding feedback meetings in all schools involved. These workshops were in three parts. First, to demonstrate that knowledge to support migrant student integration, and to support teachers in achieving this, is in the community. The second part showed the collaboration networks in each school (e.g. when seeking information/advice concerning students' learning/well-being; close collaboration or support in matters concerning migrant students; emotional support and inspiration). The final part of each workshop looked at the type of collaboration each school should have, versus what it currently has, and discussed how teachers could look at creating more opportunities for collaboration. If other schools are interested in receiving feedback, please get in touch with our outreach coordinator at migrant-education@ed.ac.uk.

Our colleague Tom Richardson has been busy since joining TEAMS at the end of February. His initial Knowledge Exchange input was to provide an overview of the TEAMS Project for the Scottish English as an Additional Language Coordinating Committee (SEALCC) on 27 February. This is a Scotland-wide body that represents the EAL (English as an Additional Language) teaching teams who support children from a migrant background and school staff in Scottish schools. Tom provided background about the project, the methods used to gather data, the KE activities, publications and reports which would arise from it, as well as how this project can help schools in Scotland. Tom is hoping to present TEAMS at their forthcoming conference at the Dewar Centre in Perth on 17 May.



Featured team member [Shupin Li](#):

Dr Shupin Li joined TEAMS towards the end of last year as a post-doctoral researcher working at the Department of Teacher Education, University of Turku and at the Finnish Institute for Educational Research, University of Jyväskylä. Her research interests focus on students' various engagements in digital activities in formal and informal learning contexts, especially in computer-supported collaborative learning. She also researches how these digital participations are interconnected with students' spheres of life, such as educational and social functioning. Toward that end, Shupin analyses multimodal data, for example, from self-report survey to logfiles (generated from computer-based learning environments), applying methods of social network analysis and process mining.

Future Events

May 17th - at Moray House's Charteris Land, 4.207 and online
Teaching that matters for refugee students, by Prof Joanna McIntyre and Dr Sinikka Neuhaus

For more information, including an abstract, please check the [TEAMS website here](#)

On Wednesday 17 May 2023 (13.00-14.15 UK / 14.00-15.15 Sweden / 15.00-16.15 Finland) we will host [Professor Joanna McIntyre of the University of Nottingham](#) and [Dr Sinikka Neuhaus of Lund University](#). The title of their presentation will be 'Teaching that matters for refugee students'.

The workshop will be aimed at teachers, school staff and others who work with students. If joining in person, please come for lunch half an hour ahead of the start time for the talk. The meeting will be enabled for remote participation, but please [register to attend at this link](#) whether attending in person or online.

Date for your diaries: Tom and Natasa will be presenting at the Scottish Educational Research Association (SERA) Conference on 14 June 2023.

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.

[Policy Brief now on our website!](#)

We have a [new blog post](#) on our website

TEAMS now has 14 blog posts on our website. Catch up on all the posts here, most recent at top:

- [Why does analysis of educational policy documents across countries matter?](#) by Mirja Taranen
- [To integrate or not to integrate migrant students in mainstream classes?](#) by Marc Sarazin, Anna Lund and Didem Oral
- [The meaning of peer interaction from the perspective of newly arrived migrants](#) by Denis Tajic and Anna Lund
- [Migrant integration: Treating diversity as a norm in modern schooling systems](#) by Nataša Pantić
- [Preparing pre-service teachers for inclusive pedagogy in multilingual and multicultural settings](#) by Eija Aalto and Sanna Mustonen
- [Collaboration in schools: between networks and institutions](#) by Gil Viry
- [Schools staff members' professional agency as a prerequisite for a change](#) by Päivi Hökkä and Katja Vähäsantanen

- [The Case of Mother Tongue Instruction in Sweden: Between Policy and Practice](#) by Didem Oral and Anna Lund
- [Why does the sense of belonging matter in school?](#) by Eveliina Manninen
- [Teachers as policy agents in multilingual classrooms](#) by Mirja Tarnanen
- [Multi-professional Networking in Schools and out](#) by Tuire Palonen
- [Filmmaking workshops: an arts-based proposal for exploring migrant students' worlds](#) by Silvia de Riba
- [Seeing Otherwise: An inclusive pedagogical approach for migrant students](#) by Lani Florian and Diana Murdoch
- [Why study collaboration networks in schools?](#) by Marc Sarazin
- [Embodied knowledge and a resource perspective: Welfare professionals and newly arrived children](#) by Anna Lund
- [Welcome to TEAMS](#) by Nataša Pantić



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