



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



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Project news

Our Finnish colleagues held an hour long feedback workshop on 12 April with all the school staff at School 2 (Silver Birch school). Our colleague Päivi reports that "the staff was very excited and interested and we were welcomed also to join the school in the coming academic session 2023-24 as the project proceeds and the new findings arise."

We are also delighted to report that the workshop "Using the Agents of Change Toolkit to Promote Migrant Integration in Schools" has been accepted to ECER.

Our newest team member Tom has been busy since starting last month. He reports: "Since joining TEAMS in late February 2023, and until my secondment concludes in July, one of my main tasks will be to set up and deliver knowledge exchange (KE) activities to schools and other bodies around Scotland. English as an Additional Language (EAL) support teams are one of the main target-groups for KE activities in Scotland. Many of the 32 Local Authorities (LAs) across Scotland employ teams of EAL teachers to support children from a migrant background in Scottish primary and secondary schools. Some of these teams work directly with the children to support their development of English language skills, up to and including delivering/supporting English for Speakers of Other Languages (ESOL) courses in secondary schools. EAL teams also carry out initial assessments and provide support and advice to school staff. Two key groups represent these teachers in Scotland: the Scottish EAL Coordinating Committee (SEALCC) and the Scottish Association for Teachers of EAL (SATEAL). Some of the activities are:

- presenting a summary of the work of TEAMS to SEALCC on 27 February and to SATEAL on 21 March.
- running a pilot lunchtime event with colleagues at my own school on 22 March. My Head Teacher provided soup and sandwiches, which definitely encouraged attendance! I gave a brief overview of TEAMS to colleagues but, as is usually the case in schools, the event was curtailed by the end of lunchtime bell!
- other KE events are planned in rural and urban LAs, both in-person and online.
- presentations at some Scottish universities have also been arranged.

My aim at all these events is to link the TEAMS project to the professional context of the teaching staff, so that discussions about TEAMS are as relevant and practical as

possible. So for example, we will discuss how to strengthen collaborative networks in schools, as well as paving the way for future collaboration between TEAMS and education.



Featured team member [Dr Tom Richardson](#):

Tom is usually to be found working as a teacher of Additional Support Needs (ASN) in a large secondary school in Aberdeenshire, Ellon Academy. He works with 2 or 3 small classes of learners with a range of additional needs like Down's Syndrome and Autism. Alongside a team of other teachers, he designs and delivers courses to these learners, tailored to their needs. He also teaches some English for Speakers of Other Languages (ESOL) and he has been involved in coordinating the transition for learners with ASN from feeder primary schools, as well as setting up work experience and college placements for older pupils.

Tom has been interested in educational research for many years and both his MSc work on bilingual learners with ASN and his PhD on transitions and collaboration support for children and young people with ASN reflect this interest. Between February and July of this year, he is seconded to the TEAMS project. His main role is to set up knowledge exchange (KE) events with teacher colleagues, academics and others across Scotland. One of the focal points of the KE events will be to offer support to English as an Additional Language (EAL) support teams. These teams work with children from migrant backgrounds 'on the ground' and we hope that the work of TEAMS will be beneficial and relevant to their professional practice in Scottish schools.

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 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

- [The importance of engagement through Knowledge Exchange](#) by Tuire Palonen and Tom Richardson
- [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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