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



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Project news

- Marc Sarazin, Didem Oral, Anna Lund and Natasa Pantić have contributed a chapter on “Using Mixed Methods Social Network Analysis to Study Teacher Collaboration for Migrant Inclusion in a Swedish School” forthcoming in Damsa, C. et al. 'Re-theorizing learning and research methods in learning research', Routledge, EARLI series on New perspectives on Learning and Instruction (2023). The book is available on the Routledge website now: [Re-theorising-Learning-and-Research-Methods-in-Learning-Research](#)
- The TEAMS project is currently disseminating its findings in participating countries and internationally. We are also keen to support schools and other organisations willing to incorporate its findings in their work. You can see examples of such ongoing work [here](#).
- On December 5th, Nataša Pantić and Cecilia Gialdini presented the TEAMS project in the "Talking Methods Seminar Series" organised by the Research Training Centre of the School of Social and Political Science (SSPS) at the University of Edinburgh. The presentation, titled "Mixed Methods and Policy Analysis in Education Research," focused on the methodology employed in TEAMS and the findings resulting from the triangulation of qualitative, quantitative, and policy analysis. The audience of 22 participants (15 in person + 7 online) warmly received the talk and engaged in a discussion on the results from the Scottish case, as well as the significance of cross-country comparisons from the analysis of three countries. A recorded version will soon be accessible on the website of the Research Training Centre of SPSS, accessed [here](#).
- In early December, Nataša Pantić and Cecilia Gialdini revisited three Scottish schools that participated in the TEAMS project to share the findings of a cross-sectional policy and mixed-methods analysis. The headteacher, depute headteacher and equalities coordinator from the three schools provided insightful perspectives on the changes implemented post-project, including: new organisation of work to rely on internal resources and reduce dependence on external resources. For example, one school created an in-house position, appointing a part-time ESOL teacher for consistent and internal EAL support to compile bulletins for the staff, create profiles of EAL students, and coordinate EAL social activities. Another school wanted to

address the low sense of belonging that emerged from the surveys. They were pleased to find that initiatives such as "Decolonizing The Curriculum" were positively received by the students, and one lead asked to continue collaborating with TEAMS. Most of the staff expressed an intention to keep the communication channel open to co-create new strategies to measure student engagement or overcome some shortcomings that emerged from the project.

- The TEAMS project in Sweden is progressing with publications and possibilities to research how the welcoming of Ukrainian students has developed in Sweden against the backdrop of previous school experiences concerning the incorporation of newly arrived students. Within the TEAMS project has there been a possibility to analyse the work within one of our Swedish schools, Pine Tree School. In collaboration with Finnish colleagues, Mervi Kaukko and Maria Petäjaniemi from Tampere University, Anna Lund and Rebecca Brinch from Stockholm University have been working on a joint article that has the preliminary title "The Arrival of Ukrainian Refugee Students – A comparative case study of immigrant incorporation in Finnish and Swedish schools." The research design is a comparative case study. This is also done partly by funding from a new Nordforsk project called: Influx of migrants following Russia's invasion of Ukraine: Integration and Governance Dynamics in Nordic and Baltic States (INFLUX). More information can be seen [here](#).

Events

- Natasa Pantic participated in a seminar at the Sociology Department at the University of Stockholm on 4th October. Natasa gave an overview of the project and spoke about the findings from the TEAMS project, asking how different social and policy contexts of schools and education systems support collaboration for supporting migrant students. The discussion focussed in particular on lessons from Sweden that can help to illuminate levers of migrant integration.

- Tuire Palonen travelled to Tallinn, Estonia to present at the "Integration through education and engagement of local actors" international conference on 24th October. The conference was organised by the Nordic Ministry Council, in collaboration with the Estonian Ministry of Education and Research, the University of Tartu, Tartu Welcome Centre, the UNHCR Representation for the Nordic and Baltic Countries, and the Swedish Embassy in Tallinn. Tuire spoke about the results of the TEAMS project, helping to raise awareness of the project.

Tuire was invited to participate in a podcast which was recorded in advance to advertise the conference. This can be listened to [here](#).

Further details about the conference can be found [here](#), along with information on the conference speakers [here](#).

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.

TEAMS now has 17 blog posts on our website. Catch up on all the posts here, most recent at the top:

- [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 migrant students](#) 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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