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

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## September 2024, Issue 26

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### Project news

- [Teaching that Matters for Migrant Students](#) (TEAMS project, for short) has highlighted the importance of relationships in schools focusing on the role of teachers' *relational agency* – flexible working with other professionals and with families to mobilise knowledge for supporting migrant students' integration in schools. Over 3 and a half years, TEAMS has conducted a multinational study that involved hundreds of participants in Scotland, Sweden and Finland, and developed an international network of researchers, practitioners and policy makers interested in migrant education. The insights TEAMS generated have implications for promoting inclusive relationships in schools more generally in line with its approach of [treating diversity as a common feature of modern schooling systems](#), rather than a situational response to the migration 'crisis'.

TEAMS uncovered a wealth of tacit, relational knowledge in schools as important arenas for belonging in the community for children, youth and families. It sends a powerful message of hope and a wealth of commitment to inclusion and diversity by teachers and school staff across the three countries. It also raises important questions about the institutional contexts that facilitate collaboration and invites stakeholders to consider how education systems and schools can adapt to the increasing diversity of pupil populations. The key messages can be seen in the briefs for each country, [Scotland](#), [Finland](#) and [Sweden](#), and in this [short project video](#).

More details about the findings can be found in the project [publications](#), including:

Pantić, N., Sarazin, M., Coppe, T., Oral, D., Maninnen, E., Silvennoinen, K., Lund, A., Päivi, H., Vähäsantanen, K., & Li, S. (2024). [How do teachers exercise relational agency for supporting migrant students within social networks in schools from Scotland, Finland, and Sweden?](#) *Teaching and Teacher Education*, 139, 104442.

- In addition to the country-specific policy briefs, TEAMS has also recently published a policy brief focusing on "[rethinking the role of EAL teachers](#)" and has collected resources for educators, available on the TEAMS project [community page](#).
- In other news, a Masters thesis coming from the TEAMS project has been accepted at Turku University with the second best grade:  
Hanna Pakanen and Tuuli Takko: "Koulun henkilökunnan ammatillinen toimijuus ja sosiaaliset suhteet moninaistuvassa koulumaailmassa" (School Staff Members' Professional Agency and Social Relationships in Diversified School Worlds.)
- Anna Lund was interviewed for an article titled "The integration of young Ukrainian refugees requires a completely new strategy" based on research from TEAMS and Influx (the new Nordforsk project). The article can be found [here](#).

- Cecilia Gialdini and Nataša Pantić have published a blog post on Eureka!, the Eurac Research scientific blog, presenting an account of the TEAMS project, its aim, its methodology and its findings. The post can be viewed [here](#).
- Nataša Pantić presented findings from TEAMS at the Relation-Centered Education Network Conference at Queen Maud University College in Trondheim, Norway from 17th-19th June. She focussed on "The role of and conditions for teachers' relational agency for supporting migrant pupils' integration in schools: learning across institutional contexts in Scotland, Finland and Sweden".
- On 3rd July, Cecilia Gialdini and Nataša Pantić presented "Policy Analysis to Understand Teacher Agency in the TEAMS Project" at the Council for European Studies annual conference, co-organised by Sciences Po Lyon & Université Lyon 2 in Lyon, France. The panel was attended by a group of political scientists and sociologists with a strong interest in integration: the discussion was engaging, and the audience showed a great interest in the findings of the TEAMS project.
- On 16th August, Anna Lund organised a conference focused on inclusive education. The event, which took place at Stockholm University, brought together over 100 teachers, headmasters, and researchers. The theme of the conference was "School Achievement, Representation, and Identity in a Super Diverse Society." It featured presentations on the results of the TEAMS project, as well as contributions from other researchers at Stockholm University exploring various aspects of integration. In addition to Anna Lund and Natasa Pantić, Carina Mood, Frankseco Yorke, Rebecca Brinch, Xochitl Husted, and Denis Tajic presented their research findings. Melody Farshin, an author of novels for youth, provided insights into the conditions of minorities in Sweden, with a specific focus on media representations and the experiences of being a minority within the cultural sector. The conference was well-received by headmasters and teachers, who found it both interesting and inspiring. Overall, the event served as an excellent platform for sharing knowledge from the TEAMS project and fostering collaboration and knowledge exchange among schools and researchers. Further information about the conference can be found in [this article](#).

- On 30th August, Nataša Pantić presented "Teacher Agency and Relevant Teacher Education in Contexts of Change and Diversity" within the panel "Inclusive Education" at the European Conference on Educational Research (ECER) 2024.
- Thirty-five people attended and there was an engaged discussion. The theme of this year's conference was "Education in an Age of Uncertainty: Memory and Hope for the Future" and it was hosted by the University of Cyprus, Nicosia."

### Future Events

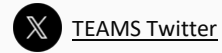
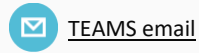
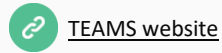
- The Finnish team of the TEAMS project is collaborating with the VOITTO project to organise a symposium on the project's results at the Kasvatustieteenpäivät 2024 conference in Turku on 21st-22nd November. The symposium is titled: "All school? Supporting belonging and integration in culturally and linguistically diverse school communities." In this symposium, culturally and linguistically diverse school communities will be investigated from the perspectives of teachers, students, and decision-making. The focus will primarily be on how to support the integration, sense of belonging, and learning of students with immigrant backgrounds in Finnish secondary schools. The symposium will present findings from the TEAMS project, funded by NordForsk, and the VOITTO project, funded by the Ministry of Education and Culture. Both projects aim to investigate culturally and linguistically diverse school communities.

**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 18 blog posts on our website, having added a new one this month. Catch up on all the posts here, most recent at the top:**

- [Policies and Practices of Teachers' Agency to Support Migrant Students in Scotland](#) by Cecilia Gialdini
- [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 Tarnanen
- [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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