



Education that Matters for Migrant Students

Resources for Teachers and Schools from the TEAMS project

THE SCOTTISH SCHOOL CONTEXT

Over the last 20 years, Scotland has seen an increase in immigration. The ONS (Office of National Statistics) estimate for July 2020- June 2021 is that 9.7% (523,000 / 5,394,000) of the Scottish population was born outside of the United Kingdom. And, out of about 700,000 pupils in Scotland's public schools, around 62,000 (or 9%) speak a language at home other than English. The arrival of many migrants, including Ukrainian refugees escaping conflict, has made it even more urgent to focus on the needs of migrant students in schools. With over 15% of the world's migrants being children and young people, schools face the need to adapt to the growing diversity in their students. This booklet aims to share some resources for schools and teachers to help students from different backgrounds academically, as well as to feel that they belong in the school community, which is becoming a fundamental part of modern education.

Supporting Migrant Students

In Scotland, students who need extra support are often categorised under Additional Support Needs (ASN). One common type of ASN is **"English as an Additional Language" (EAL)**. For example, EAL students in the City of Edinburgh receive support from the Council's ASN service team, which also supports Gypsy, Roma, and Traveller (GRT) communities. This team helps schools support bilingual learners, works with parents to ensure student well-being, and provides language support for beginner English learners. However, recently in most authorities there has been a shift in how the EAL services are deployed; previously, EAL teachers were assigned to specific schools to support students directly in classrooms. Instead, now the system has moved to a peripatetic model, where EAL teachers visit different schools on various days, providing support and advice based on observations. They also assist schools in communicating with EAL parents, and their role was crucial during the COVID-19 lockdowns. For instance, during the second wave of COVID-19, some EAL teachers were reassigned to support Afghan refugees, spending less time in their regular schools.

For older students (S4-S6), English for Speakers of Other Languages (ESOL) classes are essential and can be taken as a qualification instead of regular English. They are often chosen because they might offer a better grade, are more suited to the student's career path, or help improve their English skills. However, these classes are not available to all students; some

schools with large numbers offer them inhouse, while others offer them through partnerships with local colleges. Unfortunately, some students do not have access to these options.

In addition to EAL services, in secondary schools Pupil Support Leaders (PSLs) play a crucial role in coordinating student support. Every student belongs to a "house," led by a PSL. PSLs oversee the well-being and support of students in their house, acting as a point of contact for various issues. When a student needs extra support, they would meet them weekly, often during Personal and Social Education (PSE) classes, and handle various responsibilities, from advising on course choices to addressing personal issues. They maintain strong connections with students and their families, ensuring students receive the necessary support.

The Scottish "Getting it Right for Every Child" (GIRFEC) policy framework emphasises collaboration in supporting students. This framework includes Young Person's Planning Meetings (YPPMs), where various stakeholders, such as careers advisors, social workers, and school staff, meet to discuss and support the child's needs. However, getting external organisations to participate in these meetings can be challenging.

Schools' approaches to diversity and equality play a significant role in supporting migrant students. UK law protects several characteristics from discrimination, including age, sexual orientation, disability, race, and religion. Schools are responsible for safeguarding students against discrimination and often celebrate diversity through events like Culture Day, Black History Month, or activities supporting the LGBTQ+ community. Schools that participated in TEAMS study have an Equalities Coordinator, usually a senior leader, overseeing these initiatives.

EAL teachers play a critical role in **welcoming migrant students**, as they assess students' English proficiency, helping determine the level of support they need. However, due to limited availability, there can be delays in assessing students' English levels. EAL teachers don't typically teach classes directly: instead, the school's Support for Learning (SfL) departments often provide this support, including a SfL leader, SfL teachers, and Pupil Support Assistants (PSAs). They offer tailored literacy and numeracy lessons and provide in-class support, sometimes targeting EAL students. PSAs may support individual students or groups within a lesson, regardless of whether they are EAL students.

THE TEAMS PROJECT: TEACHING THAT MATTERS TO MIGRANT STUDENTS

The Rationale of the Study

Migration brings a dynamic change to our classrooms. Schools welcome pupils from various backgrounds and they play a crucial role in helping them integrate and thrive in their new communities. Schools are not just places of learning but also spaces where migrant students can find a sense of belonging and connection. However, traditional school systems often have structures and practices designed for more homogenous student populations, which can unintentionally create barriers for migrant students.

Moreover, migrant families often face significant challenges when they move a new country. They might struggle with the language or be unfamiliar with the local education system. This can make it hard for schools to gather reliable information about the student's needs; information from previous schools or social services might not be available or accurate. Teachers are the linchpins in this process. They make daily decisions that shape pupils' experiences. While most teachers are deeply committed to supporting all learners, they may feel unprepared to address the challenges posed by cultural and linguistic diversity, which may seem like an additional responsibility rather than a fundamental aspect of teaching in schools today.

What is TEAMS?

TEAMS—*Teaching That Matters for Migrant Students*—is a project that was designed to understand how teachers can better support migrant students. Implemented over three years (2020-2023) it included comparative analysis of data from seven schools in three countries, Sweden (2), Finland (2), and Scotland (3), on how teachers act and react to challenges derived from a diverse school population, how they interpret the policies, and how they collaborate to provide adequate support to migrant students. The project was a collaboration among the teams from the Universities of Edinburgh, Stockholm, Jyväskylä, and Turku.

In Scotland, the schools involved were state-funded secondary schools located in different neighbourhoods of a major city, with students from mixed socioeconomic backgrounds:

School	Size	Proportion of Migrant Students	Most Common Foreign Languages
Beech	About 980 students	10-20% (students with English as an additional language)	Polish, Spanish, Arabic
Juniper	About 830 students	20-30% (students with English as an additional language)	Polish, Spanish, Arabic
Rowan	About 890 students	0-10% (students with English as an additional language)	Polish, Spanish, Arabic

In these schools, teachers, staff, and students participated in interviews, surveys, and reflection logs conducted in three waves over three school terms. The University of Edinburgh team also organised several dissemination events and engaged with participants after the data analysis to share findings and gather their feedback. They sought participants' opinions on policy and practical recommendations. This resource is part of the dissemination strategy and aims to provide evidence-based best practices for including migrant students in schools.

Key Approaches in TEAMS

The project was grounded on two key concepts: inclusive education and relational agency.

1. **Inclusive Education:** This approach sees diversity as a normal, positive aspect of school life. It encourages teachers to integrate support for migrant pupils into everyday teaching, rather than treating them as needing special, separate help, aiming to create an climate where all pupils feel valued and included, regardless of their background.
2. **Relational Agency:** This concept highlights the importance of teachers working flexibly and collaboratively with others— families, colleagues, and community professionals— to support all learners. The focus is on how teachers use the resources and support available to them to overcome barriers and promote the integration of migrant students.

Diversity As a Norm

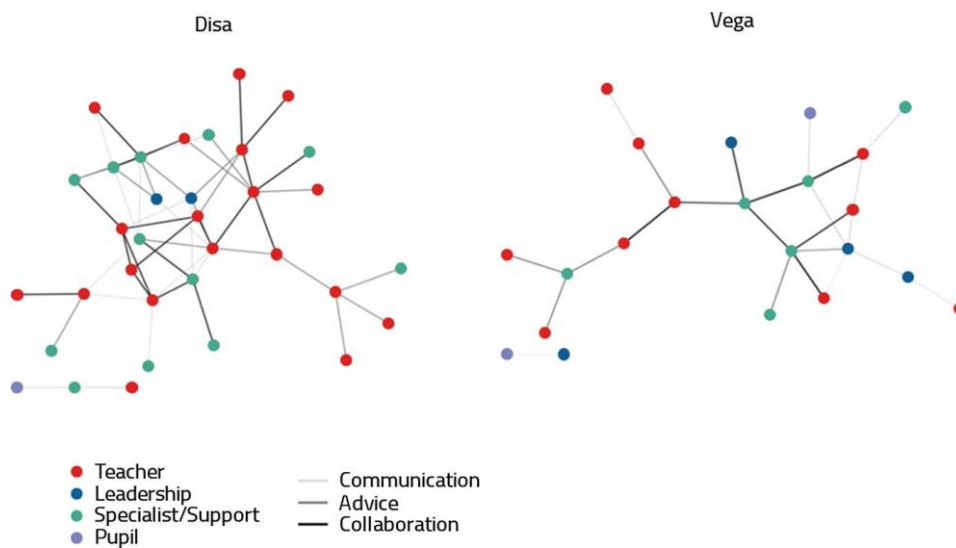
The TEAMS project promotes the idea that supporting migrant students should be seamlessly integrated into everyday teaching practices and the view that creating an inclusive environment for one group leads to a more inclusive atmosphere for all. By embracing diversity as a normal and enriching aspect of classrooms, educators can cultivate a more welcoming and engaging learning experience for every student. Interviews with students have revealed their enthusiasm for events like Culture Day, where they proudly share aspects of their heritage through clothing, dances, and food. These celebrations of cultural diversity not only highlight the richness of different backgrounds and strengthen the sense of community and belonging within the school.

In this inclusive approach, **diversity is not just acknowledged but celebrated as a valuable resource** that enhances the educational experience for everyone.

TEAMS Project Methods: Mixed Methods Social Network Analysis

The TEAMS project uses a combination of **social network analysis** and **fieldwork** to understand how teachers and schools support migrant students. This included ethnographic observation, compilation of self-reflective logs by teachers, a survey for students and teachers, and interviews with staff and students from both migrant and non-migrant backgrounds. This research focused on the relationships and interactions within school communities to see how teachers collaborate and use resources to support their migrant students among others.

"Social networks" go beyond social media and professional connections—encompassing the web of relationships within a school. Social Network Analysis (SNA) is a field that studies these relationships to understand how they influence teaching and learning, through teachers' interactions within the school community. These interactions, forming "collaboration networks," involve everyone from the headteacher to support staff. Research shows that dense networks, with many interconnected relationships, foster a collaborative environment essential for helping all students, particularly migrants. A teacher's position in the school's network affects their ability to support students. Those who connect well with specialist services and bridge these resources to their peers are crucial in integrating migrant students. Understanding these networks allows schools to leverage their social resources effectively.



By analysing these social networks, TEAMS identified the conditions that help teachers work together to create inclusive learning communities. This involves teachers working together and forming supportive networks that enhance their ability to support all students. TEAMS examined how these networks function within schools and how they can be strengthened to help teachers respond to the needs of a diverse student population.

TEAMS also surveyed students, both migrant and non-migrant, to gauge their engagement with three main areas: academic learning, socialization and sense of belonging. The table below shows the statement that the student had to strongly agree, agree, or disagree, strongly disagree.

Academic Learning

- My education will create many future opportunities for me.
- Going to college or university after high school is important.
- I plan to continue my education following high school.
- School is important for achieving my future goals.
- I am hopeful about my future.
- After finishing my schoolwork I check it over to see if it's correct.
- When I do well in school it's because I work hard.
- The tests in my classes do a good job of measuring what I'm able to do.
- I feel like I have a say about what happens to me at school.

- Learning is fun because I get better at something.
- What I'm learning in my classes will be important in my future.
- The grades in my classes do a good job of measuring what I'm able to do.
- Most of what is important to know you learn in school.
- When I do schoolwork I check to see whether I understand what I'm doing.

Belonging

- My teachers are there for me when I need them.
- Adults at my school listen to the students.
- The school rules are fair.
- Most teachers at my school are interested in me as a person, not just as a student
- Overall, my teachers are open and honest with me.
- Overall, adults at my school treat students fairly.
- I enjoy talking to the teachers here.
- I feel safe at school.
- At my school, teachers care about students.

Socialisation

- Other students here like me the way I am.
- Other students at school care about me.
- Students at my school are there for me when I need them.
- Students enjoy talking to the students here.
- Students here respect what I have to say.
- I have some friends at school.

The survey provided an insights to what is the perception of students of the school environment, and how they perceive the teacher-student and peer relationships.

FINDINGS FROM THE PROJECT

Teachers' Agency and Collaboration

The TEAMS study uncovered how teachers at the three schools worked together. While overall policies emphasise the importance of integration and teamwork, how these ideas were implemented varied greatly.

The Value of Collaboration

Collaborating among teachers and staff is crucial for understanding whether a student's challenges arise from language barriers or other issues, such as difficulty fitting in. Effective collaboration starts with sharing information. For example, English and ESOL (English for Speakers of Other Languages) departments often discuss which subjects best suit a student, considering their future goals and aspirations.

Supporting newlyarrived migrant students frequently involves helping them navigate an unfamiliar educational system. A senior leader from the Scottish Juniper School shared an illustrative scenario:

"I translated the course choice form, arranged for an interpreter to attend the meeting, and ensured that the EAL teacher was present. I was concerned about the pupil not settling well into the school, so I arranged for two buddies, one of whom speaks the pupil's mother tongue. The EAL teacher provided me with cultural background information and supported the pupil during their settling-in period and continues to do so. She assessed their level of English and shared that information with the class teachers." (Senior leader, Scotland, Juniper School)

Interviews and teacher reflections revealed that modern language teachers and those with migrant backgrounds are frequently called upon to facilitate communication with migrant parents or assist students in navigating the school system. This informal reliance on specific teachers underscores a gap in structured collaboration. The approach of involving various stakeholders, including senior leaders, EAL teachers, and peers, exemplifies the importance of a comprehensive support system to ensure the student's smooth transition and ongoing support. However, the informal nature of relying on certain teachers to bridge communication gaps indicates a need for more structured collaborative practices.

Formalising these supportive roles could standardize the assistance provided and ensure all students receive consistent and comprehensive support. By establishing structured collaboration frameworks, schools can better leverage the skills and experiences of their staff to address the needs of migrant students effectively.

Sharing knowledge

Beyond the logistical aspects of collaboration, the daily practice of knowledge sharing among staff is vital for fostering an inclusive environment. This involves not just sharing information about individual students but also cultural insights and best practices for teaching in a diverse classroom. For example, a teacher from Juniper School highlighted the importance of seeking advice from colleagues to better support a migrant student struggling with a sensitive topic in the curriculum:

“I reached out to a colleague about a migrant student in one of my classes who found it challenging to learn about Race Relations in the USA unit. With the support of my colleague, a Modern Studies teacher and member of the Equalities group, we ensured the student felt safe in the class.” (Class Teacher, Juniper School)

This example underscores how collaboration extends beyond logistical support to include emotional and cultural sensitivity, helping to create a safe and supportive learning environment for all students.

Furthermore, knowledge sharing plays a crucial role in bridging cultural gaps and enhancing mutual understanding. A senior leader at Juniper School described how an EAL teacher facilitated better communication and understanding between the school and a migrant family:

“In addition to helping transfer information between myself, the student, and her family, the EAL teacher also aided my understanding of cultural barriers. She explained the best names for subjects, clarified why we request information about racial and religious backgrounds, and helped the family understand how our educational stages relate to their home country’s system.” (Senior leader, Juniper School)

Such examples demonstrate that effective collaboration and knowledge sharing are about more than supporting the academic needs of migrant students. They are also about building bridges of understanding and trust between different cultures and educational systems.

The Role of Specialists

The TEAMS project provided insightful findings on how English as an Additional Language (EAL) support was utilised across three Scottish schools. The study focused on Vera, an EAL specialist, whose involvement varied significantly among Rowan, Juniper, and Beech Schools.

In Rowan School, Vera was the most central figure in supporting migrant students. Staff members frequently sought her expertise and assistance, making her a crucial part of the school's support network for these students. This active engagement highlights a strong reliance on her specialised skills to aid migrant integration.

At Juniper School, while Vera played an important role, supporting migrant students was more evenly distributed among staff members. Here, Vera was one of several key figures, indicating a collaborative approach where the burden of supporting migrant students did not rest solely on her shoulders.

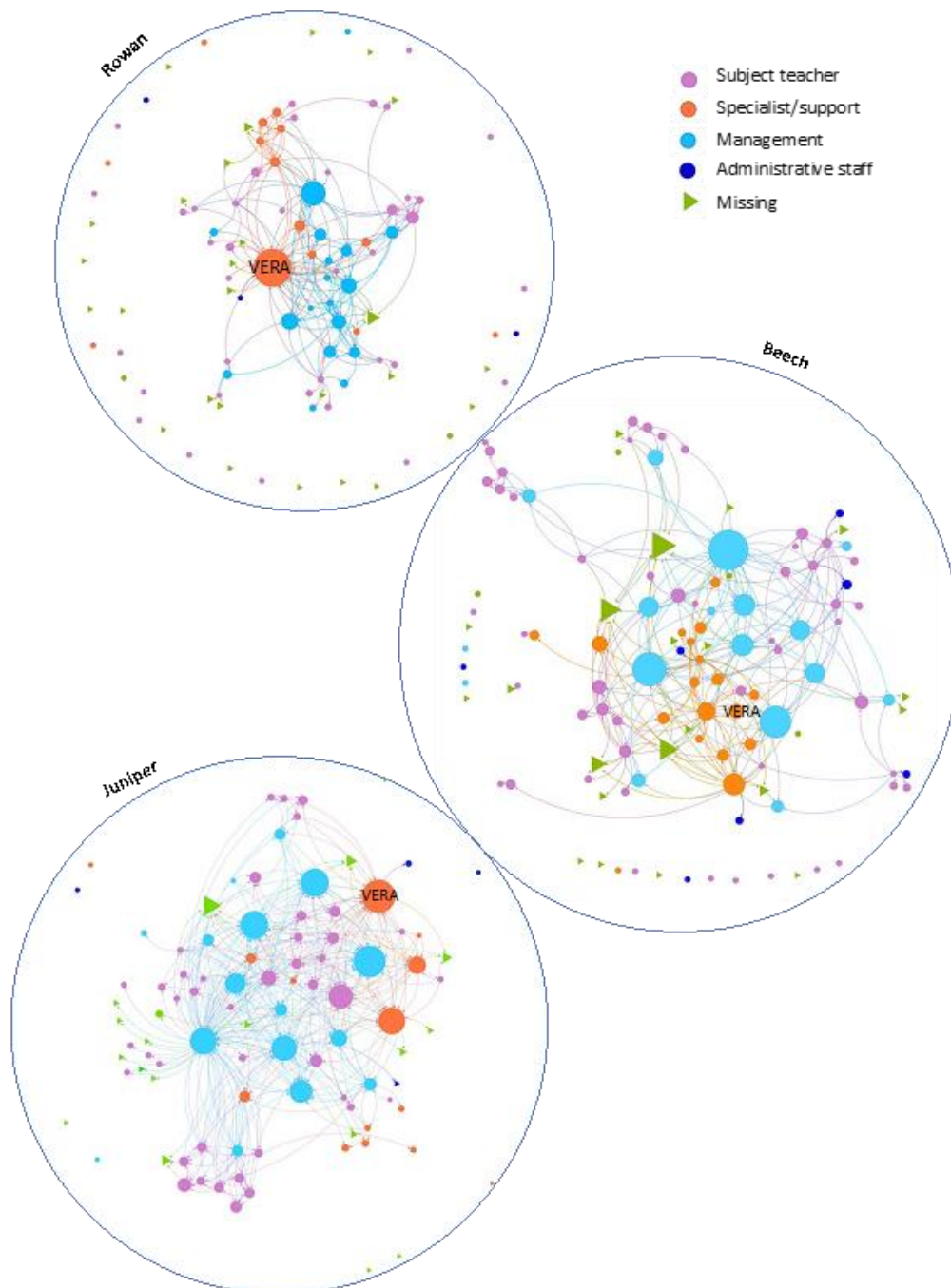
In contrast, Vera's involvement was less prominent at Beech School. Although she was a part of the support network, her role was not as central as in Rowan or Juniper. Staff at Beech did not engage with her as extensively, which may suggest a different internal approach to handling migrant student support.

Vera's quote encapsulates the diversity of her experiences across the three schools:

"Beech, at management level, are very committed to celebrating diversity and equalities, but [...] I don't get much...interaction with the staff. [Rowan] is definitely in the middle in that it wants to be better. I've been there for the longest, so I've managed to establish myself there, like everybody knows who I am, I've managed to do whole school training. "Juniper School [...] because it's so diverse [...] I think just generally a lot of stuff's in place [...] in Rowan and Juniper, [staff] do, they'll email and say, I've got so and so in my class, I don't think I'm managing to teach them, can you give me some advice." (Vera, EAL teacher)

The figure below represents these varying dynamics, where each dot signifies a school staff member: subject teachers (purple) dots, management figures (blue), administrative staff (dark blue), and specialist figures, such as EAL support staff (orange). Vera, the EAL specialist, is

highlighted to illustrate how frequently her support was solicited. Larger dots indicate a higher degree of interaction and reliance on her expertise.



The project also highlighted consistent differences between general collaboration networks and those specifically focused on supporting migrant students. General collaboration was mainly shaped by the subjects teachers taught, indicating that those teaching the same

discipline were more likely to interact. In contrast, networks supporting migrant students were more influenced by staff members' specific roles or expertise, suggesting a need for specialised support in these contexts.

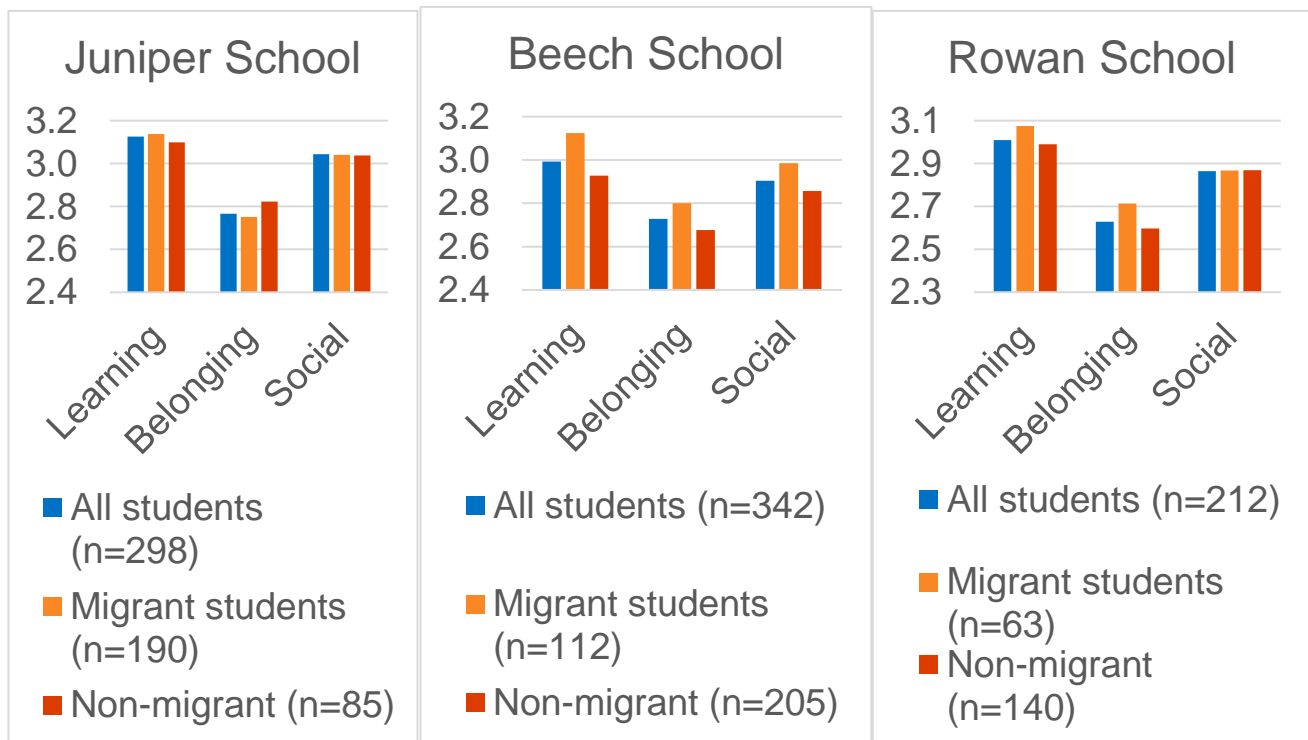
EAL educators are often seen as the primary support for migrant students rather than as resources for building teacher knowledge, underscoring a view that integrating migrant students presents challenges that general teachers feel unprepared to handle. With limited resources, reimagining the role of EAL teachers could involve focusing on knowledge development for all teachers. This could include training opportunities that highlight how to use diversity as a resource in various subjects, initiatives to decolonise the curriculum and further embrace diversity, remove language barriers, and strengthen anti-bullying policies to benefit all students and foster a welcoming and supportive school environment for everyone.

Students' Sense of Belonging

Migrant students frequently face challenges such as language barriers and cultural differences, which can significantly impact their sense of belonging in school. Surveys from Scotland, Sweden, and Finland indicate that both migrant and non-migrant students often worry about their academic performance and feel a low sense of belonging. The sense of belonging correlates strongly with both academic success and social integration and focusing on one aspect alone—like academic support—is not enough. A comprehensive approach that considers students' social and emotional needs is essential for their overall success.

Students' identities and aspirations evolve during school years, influenced by factors such as family support, acquiring new skills, and adapting to new environments. As they navigate these changes, the role of the school becomes pivotal in shaping their future choices and sense of identity. One significant insight from the survey is the correlation between a strong sense of belonging, effective socialisation, and academic achievement. This correlation highlights that academic success is deeply connected to feeling safe, valued, and integrated within the school community. While the importance of holistic care in education is well-known, this project underscores that students across different countries share similar needs and aspirations.

The survey provided insights to what is the perception of students of the school environment and how they engaged with learning, sense of belonging and peer relations in schools. The figure below shows the results of the surveys submitted to the students in the three schools.



Some interesting insights have emerged: students consistently value academic achievement as the most important element in all schools. In interviews, they emphasize the need to achieve specific academic milestones. Current policies focus heavily on learning and overcoming barriers to accessing knowledge. However, Juniper School mentions "achievements" beyond the classroom but lacks a structured approach to attain them. Socialization rates are higher than the sense of belonging but lower than academic achievement across all schools. Students at Juniper and Beech mention "buddying programs" as well-intentioned but unsuccessful initiatives. Beech School students also highlight student-led anti-discrimination initiatives as positive efforts. Policies at Beech School allow space for students to lead activities, fostering a more inclusive environment. A cross-cutting trend shows low levels of sense of belonging among students. Beech School's "Decolonizing the Curriculum" policy aims to incorporate diversity in practices. While interviews reveal positive student responses, survey data seems to contradict the impact of this effort.

The TEAMS project has highlighted the need to adopt a holistic approach that considers all aspects of a student's experience. By doing so, schools can create an inclusive environment where all students, including migrants, feel connected, supported, and empowered to succeed.

The data also reveal that students' low sense of belonging can be linked to their lack of agency and participation in school policies. Despite being the primary beneficiaries, students—especially migrants—are often absent from the guidelines and decisions that affect them. Current activities and policies are mainly derived from top-down decisions. Including student voices in the decision-making process could enhance their sense of belonging. In addition to that some teachers have noted that when authorities do reach out to migrant students, they tend to do so only with students with high proficiency in English, while the perceptions of the needs of those who still struggle to express themselves in the host language tend to be excluded. Schools could make diversity a strength by giving students a say in how their school operates and recognising their agency to boost students' sense of belonging and treat diversity as a resource for the entire school community.

At the end of this booklet, you'll find a section which offers tools and references to help assess and enhance pupils' sense of belonging. The "Practices Worth Sharing" section also provides insights and strategies derived from our study that promoted a stronger sense of belonging.

Migrants' Mother Tongue

Language plays an important role in pupils' academic learning and socialisation. In Sweden, efforts to desegregate schools with high numbers of migrant students have not always considered the research on how school practices can affect students' attitudes. This oversight highlights the need for more thoughtful approaches to integration. Language learning is key for migrant students. Besides learning English, maintaining their mother tongue is important for their identity and acceptance. Interviews in Sweden with Mother Tongue Instructors (MTI) and students reveal that the mother tongue is seen as a valuable resource. However, there are challenges in providing consistent support for these classes. Insights on the importance of mother tongue are also coming from Scotland, where schools, when possible, offer students whose primary language is not English to take the exams in their preferred language. This initiative depends mainly on the language repertoire of the teachers and school staff in each school, but it was met with great recognition by students.

However, practices focusing solely on language have not always been sufficient. For example, interviews with students have highlighted issues with the "buddying programme," where newly arrived students are paired with current pupils based on a shared language to ease their transition. Differences in age, gender, or cultural backgrounds (even if the students speak the same language but come from different countries) can make these matches less effective. One Headteacher observed that these pairings might be more successful if led by the students. Students often prefer to be matched based on shared interests rather than just language. By involving students in the buddying process, we can increase their sense of agency and belonging to the school community, as they actively participate in these activities.

PRACTICES WORTH SHARING

The TEAMS project has highlighted several strategies that can enhance the support provided to migrant students, particularly those learning English as an Additional Language (EAL). These strategies revolve around strengthening relationships, utilising specialist resources, empowering students, and promoting the maintenance of their mother tongues. Here's a closer look at each of these areas:

1. Strengthening Relationships and Collaboration

Building strong, supportive relationships with students and their families is foundational to their success. It's not enough to rely solely on standard assessments; teachers need to be given time to cultivate deeper understanding of students as much as possible. This connection helps students feel safe and valued, making them more likely to communicate their needs and challenges openly. For example, knowing a student well enables teachers to discern whether changes in behaviour or performance are typical or signal the need for additional support.

Teachers need opportunities to regularly engage with students and their families, fostering trust and open communication to develop an understanding of students' background, experiences, and needs. Moreover, it supports a school culture where students are more likely to engage actively in learning.

Effective information sharing among school staff and with specialists are also crucial. When teachers, administrators, and support staff communicate effectively, they can better respond to the needs of migrant students together and avoid burnout and gaps in student care.

Some schools have developed systems for regular, structured communication among staff about student needs that include weekly team meetings, shared digital records, or regular updates from EAL specialists. A collaborative approach ensures that all staff members contribute to understanding and supporting migrant students, fostering an inclusive and responsive learning environment.

2. Shifting Perspective: Using EAL Specialists as Knowledge Resources

The role of EAL specialists extends beyond direct student support as vital resource for the entire teaching staff. Traditionally, EAL educators are seen as the primary or sole supporters of migrant students. However, a more integrated approach where EAL specialists serve as knowledge resources for all teachers, can enhance their ability to support diverse learners.

EAL specialists possess valuable insights into effective strategies for teaching students who are learning English as an additional language. They can offer guidance on best practices for integrating linguistic and cultural diversity into everyday classroom activities. By working closely with EAL specialists, teachers can develop a broader skill set and a deeper understanding of how to effectively support migrant students.

This collaborative model requires a shift in perspective: instead of viewing EAL support as an external service, schools should see it as integral to all teaching and learning processes. EAL specialists can provide training, co-teach lessons, and offer tailored advice on adapting curriculum and teaching methods to be more inclusive. This approach ensures that the responsibility for supporting migrant students is shared across the school, promoting a more cohesive and supportive educational experience.

Moreover, schools should consider developing professional development programs that focus on leveraging the expertise of EAL specialists. These programs could include workshops, peer observations, and collaborative planning sessions that emphasise incorporating EAL strategies into general teaching practices.

3. Giving Students a Voice

Addressing issues around student diversity is essentially about giving them a voice in their educational experience, especially for migrant students who might face unique challenges that may not be understood without the opportunity to express their preferences and needs.

Schools can establish forums or councils where students can regularly share their experiences and suggestions for improvement, as well as student-led budding programs and get support from programmes such as [Young Interpreters scheme](#) that build capacity for peer support. These platforms can provide valuable insights into their challenges and how the school can better support them.

4. The Role of Language: Promoting Mother Tongue Maintenance

Language is a critical component of a student's identity and plays a significant role in their academic success and social integration. While learning English is essential, maintaining proficiency in their mother tongue is equally important for supporting migrant students' cognitive development, value their cultural knowledge and enhance their family and community connections. This could include offering bilingual programs, providing mother tongue instruction, and encouraging the use of home languages in school settings, and celebrate cultural diversity.

Teachers can support mother tongue maintenance by encouraging students to use their native languages in certain contexts, such as during group work or when discussing complex topics. They can also provide resources and materials in multiple languages and celebrate linguistic diversity through cultural events and activities.

Promoting mother tongue maintenance goes hand in hand with helping students learn English. When schools embrace both aspects, they support students' overall academic and personal development, helping them to succeed and feel valued in their new environment.

FURTHER RESOURCES

Sense of Belonging

Developing a sense of belonging in the school community is a fundamental aspect of education that underlies students' academic success as well as overall well-being and positive relationships with peers and teachers.

The TEAMS project findings highlighted that the sense of belonging among students is a notable area for improvement across all the schools and educators themselves shared some tools that could be used to actively foster an environment where every student, especially those from migrant backgrounds, feels welcomed, valued, and connected.

To support educators in this mission, various instruments and resources are available to track and enhance the progress in pupils' sense of belonging, including existing frameworks shared by schools in Scotland:

[Young Interpreters scheme](#) is based on peer relations and capacity building within the school, this scheme aims to educate pupils to interpret for their fellow schoolmates, thereby giving them a voice.

CIRCLE Framework

Primary Education: The CIRCLE (Curriculum for Inclusive Learning and Collaborative Working from Education Scotland) resource offers practical guidance to support inclusive learning environments in primary schools. It provides strategies for educators to promote collaboration and inclusivity, ensuring that every student feels part of the school community.

[CIRCLE Resource for Primary Education](#)

Secondary Education: The CIRCLE Inclusive Classroom Scale (CICS) for secondary schools extends these principles to older students, providing a structured approach to assess and enhance inclusivity and belonging in the classroom.

[CIRCLE Inclusive Classroom Scale for Secondary Education](#)

Sense of Belonging Survey (UCL)

Developed by University College London (UCL), the "Place and Belonging in Schools: Unlocking Possibilities" survey is designed to measure students' sense of belonging in educational settings. This tool helps educators identify areas where students may feel disconnected and provides insights into how to foster a more inclusive environment.

[Sense of Belonging Survey by UCL](#)

Imperial College Sense of Belonging Scale

This scale, developed by Imperial College London, offers a robust framework for assessing the sense of belonging among students. It is directed at higher education students, but some interesting insights can be taken from its dimensions. It includes specific tools for evaluating how connected and supported students feel within their educational environment, helping schools to tailor their approaches to student integration and engagement.

[Imperial College Sense of Belonging Scale](#)

ERIC (Education Resources Information Center)

ERIC provides a wealth of research articles and resources focused on various educational topics, including the sense of belonging. One relevant article explores strategies to enhance students' sense of belonging in school settings, providing evidence-based practices that educators can implement.

[ERIC Article on Sense of Belonging](#)

Educators can use these instruments to regularly assess the sense of belonging in their classrooms and schools and develop targeted strategies to improve student engagement and create a more inclusive and supportive educational environment. There is also scope for collaboration with researchers as critical friends who can advise and help practical application.

[Agents of Change Toolkit \(ACT\)](#) developed with teachers in Scotland is used internationally to guide change processes in schools including in the area of migrant integration, in five steps:

1. Conduct baseline assessments, for example using tools to understand the current state of student belonging.
2. Use the data to identify specific groups or individuals who may feel marginalised or disconnected.
3. Develop action plans to improve inclusion and support, such as mentoring programs, cultural activities, and inclusive teaching practices.
4. Implement the planned activities while keeping open communication channels with students and their families to continuously gather feedback and adapt strategies to meet evolving needs together
5. Foster reflection on the outcomes and improvements together with students and other community members as well as research partners

ACT project also developed a [platform for sharing resources](#) between schools in Scotland and internationally and showcasing their case studies to each other. It also developed a series of practical playful activities that can be used with students or teachers and school development activities, available for free download at <https://www.agentsofchangetoolkit.org/games/> .

Eurac Research Pedagogical Tools

Eurac Research center in Italy, has developed resources on diversity, anti-discrimination and minorities aimed at young people, children, adults, teachers and educational operators.

- **Board Game “The House of Common Values”** developed within the EUMINT Project allows pupils to explore through dialogue the Common Values, as indicated in Art. 2, EU Treaty (Freedom - Democracy - Equality - Rule of law - Human rights - Minority rights - Human dignity - Pluralism - Non-discrimination - Tolerance - Justice - Solidarity - Gender equality) available in Italian, German and English at YouTube [‘The House of Common Values’](#) material used to teach civic education, especially for school teachers.
- The "Diversity4Kids" play and educational toolkit facilitates intercultural dialogue for children aged 8 to 14. It promotes principles of tolerance, cohabitation, and diversity through age-appropriate methods such as role-playing, theater improvisation, stories, creative-writing workshops, and theater labs available in German and Italian. <https://webassets.eurac.edu/31538/1671535195-diversity4kids-material-eng.zip>

READINGS

From the TEAMS Blog Series:

Aalto, E. and Mustonen, S. [Preparing pre-service teachers for inclusive pedagogy in multilingual and multicultural settings](#)

Gialdini, C. [Policies and Practices of Teachers' Agency to Support Migrant Students in Scotland](#)

Florian, L. and Murdoch, D. [Seeing Otherwise: An inclusive pedagogical approach for migrant students](#)

Manninen, E. [Why does the sense of belonging matter in school?](#)

Palonen, T. and Richardson T., [The importance of engagement through knowledge exchange](#)

Pantić, N. [Migrant integration: Treating diversity as a norm in modern schooling systems](#)

Policy briefings:

TEAMS Policy Briefs, Scotland (2024). University of Edinburgh, Edinburgh, Scotland <https://migrant-education.net/policy-brief-2/>

TEAMS Policy Briefs, Sweden (2024). <https://migrant-education.net/teams-policy-brief-sweden/>

TEAMS Policy Briefs, Finland (2024). <https://migrant-education.net/wp-content/uploads/2024/03/TEAMS-policy-brief-Finland.pdf>

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Teaching that matters
for migrant students

Understanding Levers of Migrant Integration in Scotland, Finland and Sweden