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**EDINA Newsletter #2, September 2017**  
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# EDINA

Education of International Newly  
Arrived Migrants

Dear EDINA partners,

We are happy to present to you the second official EDINA newsletter! In this newsletter you will find a word by our new project leader, Sergio, on the transitions within the EDINA project, and our new Utrecht member Marie will introduce herself. You will also find articles on innovative practices and the EDINA modules, evaluation of EDINA, research on welcoming parents, more information on upcoming events, and various news items gathered from our partners.

As holds in the EDINA project more broadly, we depend on your participation. We therefore want to urge everyone to send us updates, innovative practices, news items and suggestions at [s.v.dekker@uu.nl](mailto:s.v.dekker@uu.nl).

We hope you enjoy the items we have selected for this edition. You can expect the next newsletter after the winter holidays. For regular updates on the project and events, please have a look at our website [EDINA Platform](http://EDINA Platform) and twitter page [@EDINaproject](https://twitter.com/EDINaproject)

Kind regards,  
The EDINA team

## AGENDA

**22 October 2017**  
Teacher Exchange  
Ghent, Belgium &  
Rotterdam, The Netherlands

**27 November 2017**  
Steering Group Meeting 5 – Ghent  
Ghent, Belgium

**March 2018**  
Multiplier Event – NL  
Rotterdam, The Netherlands

**March 2018**  
Multiplier Event – FIN  
Helsinki, Finland

**April 2018**  
Multiplier Event – BE  
Ghent, Belgium

**6-8 June 2018**  
Steering Group Meeting 6 &  
EDINA Final Conference!  
Rotterdam, the Netherlands

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## 1. Transitions and introductions

The new academic year has started with important changes with respect to the partners of the EDINA project. Some of our members have left for new challenges. First of all, Emmanuelle is now continuing with her work at the University of Toronto, Canada. She has not left EDINA entirely, and will continue to work closely together with us on dissemination and finalization of the project. However, she will not be the project leader anymore. This means that our new, Utrecht-based project leader will be Sergio. An experienced researcher with a solid background in language acquisition, Sergio has worked closely together with Emmanuelle for many years. He shares her vision for the project, and will lead EDINA to a wonderful finish.

Furthermore, Hans, from Stichting BOOR, has accepted different responsibilities within the same organization; Venhar, from the Municipality of Rotterdam, accepted a position at the PO-raad. We thank all of them for their efforts and dedication to this project, and we wish them good luck in their new positions. We also welcome the new members of our team: Annemiek from stichting BOOR; Fatima from the municipality of Rotterdam; and Marie from Utrecht University. You can read Marie's introduction further on in this newsletter.

A word of thanks also goes out to our former intern, Manouk van den Brink, who helped set up this newsletter, and finished her internship last July. I'm looking forward to working with you during this final year of the project!

*Sergio Baauw*

### Introducing Marie

Dear all,

In August, I started as a teacher at the Utrecht University and as a new collaborator to EDINA. With over ten years of experience in teaching French language / linguistics to various learners at the University of Liège (Belgium), at Laval University (Québec, Canada) and for a non-profit organisation dedicated to migrants, I am particularly aware of the importance of projects like EDINA and try to combine lexical semantics and corpus linguistics in order to adapt digital resources to second language learning. I look forward to meeting you all!

Marie Steffens

## 2. Innovative Practices and the EDINA modules

Since January 2017, the EDINA-team in Ghent, Belgium, has started the **the implementation phase** of the EDINA-project. This involves tryouts and experiments in the primary and secondary schools involved in EDINA. This phase will last until December. During this time, any of our member schools can ask the Ghent team for a tryout with newly arrived migrant teachers, regular teachers and/or pupils to implement parts of the **differentiation** tool.

This phase is important: the feedback we receive from the teachers we can ameliorate our tool. From December on we will focus on **finalizing** our tool. A regional dissemination event will take place in April 2018 – read more about this in the “agenda” section. In this newsletter we'd like to give the reader a few examples of these tryouts: pre-teaching and co-

teaching. You will also find other examples of good practices in the form of various translanguaging practices, and one instance of a school organizing a special event dedicated to listening to the children.

### Pre- and co-teaching: examples of differentiation strategies in Ghent

**Pre-teaching** allows the teacher to inform a group of new pupils in advance about a topic that will be studied later on. You can explain the most important words to them, for example. The aim is to prepare pupils for directly participating in lessons with other pupils in the school.

#### Teacher Tom's testimony

*Through consultation with the class teacher or through the exchange notebook I get informed about the current project the children are working on or what excursion is planned. Pre-teaching sometimes takes a full lesson, sometimes it takes only a 10 minutes' instruction and a daily repeated exercise until they see it in class. During the course they feel like they already know everything about it and that is for them, in a new school and a new language, a very nice experience and makes them feel that they are in at least something ahead of the other pupils.*

*Recently, a class teacher told me after an excursion to the zoo that a child of my group could name all the animals, with a lot of enthusiasm, even though he had never seen the animal in real life before. This is the best way to be accepted in the class group.*

Tom is a teacher in 'De Toverberg', EDINA-school in Ghent

**Co-teaching** takes place when several education professionals together support a group in an equivalent relationship over a period of time in a structured way in achieving a set of learning objectives. They do so in the same or adjoining areas. Co-teaching is a source of permanent professional development if the teachers who share their task also make time to consult each other and give feedback. Co-teaching offers to pupils increased space for personal attention and feedback. There is room for differentiated instruction, changing alignment forms, increased attention for pupils with additional support needs and pupils who need extra challenge.



#### Teacher Fran's testimony

*After a pre-teaching session with my new pupils, I assisted my colleague in integrating them in the regular classroom. Theme: healthy nutrition. Because of the pre-teaching session the pupils were able to keep up with how the lesson developed. I was 'stand-by' when they needed extra explanation or I paraphrased the instruction or task they were given. We learned a lot from this experience. One pupil got over his shyness because he fully understood what was going on. I could concentrate on another pupil who had more difficulties catching up,*

*since he had only arrived in Belgium a few months before.*

*Through the learning strategy that the EDINA counsellor Jan had given us, we were able to maximize the participation of every pupil and at the same time to include the pupils in a more subtle way in the classroom atmosphere, amongst their peers.*

Fran is a NAM-teacher in Sint-Gregorius, EDINA-school in Ghent

### Cooperative Learning Strategies in a Newly Arrived Migrant pupil context

We give tryouts in the methods we describe in our **differentiation** tool for the final EDINA toolbox. We focus on cooperative learning strategies as a crucial part of our ‘inclusive’ approach: let pupils join in the ‘regular’ classes as much as possible, and as fast as is possible and achievable. In **GITO Groenkouter**, a secondary school that is partner to the EDINA project, the school team asked the Ghent EDINA team to support them. We provided a framework in which they can chronologically vary in assignments and also simultaneously in function of the learning needs of each pupil.

The session started with our EDINA coach telling a **tale in Spanish**, a language most of the teachers cannot understand, although they picked up some words related to French. The story was told without and also with body language movements which emphasize the meaning of the words. In this way the teachers got an idea how it must be for a student to follow an instruction or lesson in another (‘strange’) language. The teachers’ responses were as follows: “exhausting to have to listen to a stranger language all the time – frustrating without any body language emphasis – good

exercise in empathy – the need for support was greatly felt”.

The teachers picked out a few of the **cooperative methods** we present in our draft tool on differentiation. They choose these methods which they wanted to try out in their own classrooms.

Teacher Barbara presents a few activities from her team [on film](#), and here she talks about how her school [involves parents](#)

### Translanguaging practices at OSBS De Kameleon primary school

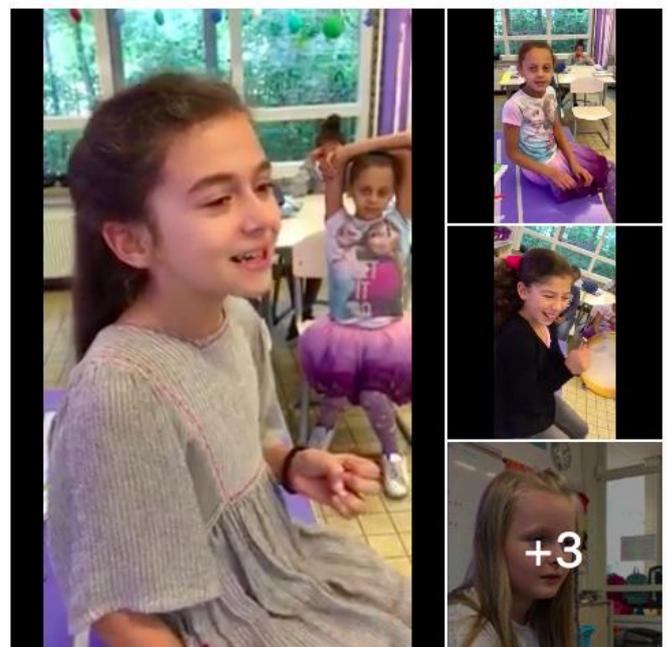
Highlighted in the EDINA tools is translanguaging: the practice of using different languages together. OSBS de Kameleon has shown us the successful implementation of several techniques for this purpose! For instance, during their music lessons, pupils were asked to sing a song in their mother tongue. The children happily shared Turkish, Egyptian, Moroccan, Polish and Bulgarian songs with each other. You can view some of these songs on [their Facebook page](#).



osbs De Kameleon added 6 new videos.

1 hr · 🌐

Deze kanjers hebben tijdens muziekles in hun eentje een lied in hun eigen taal gezongen. We hoorden Turkse, Egyptische, Marokkaanse, Poolse en Bulgaarse liedjes. Wat klonk dat mooi!



During their reading comprehension lessons, children from various classes work together. Difficulties with reading comprehension can of course be language-related - therefore, on September 13<sup>th</sup>, the children at De Kameleon were asked to translate a Dutch article into their mother tongue.

 osbs De Kameleon added 4 new photos. September 13 at 7:40am · 🌐

Groep 7 werkt tijdens het begrijpend lezen klassendoorbroken. Bij juf Marloes zitten de leerlingen die het soms lastig vinden. Dit kan met van alles te maken hebben. Natuurlijk speelt taal een grote rol. Vandaag mochten de leerlingen een Nederlands artikel naar hun eigen taal vertalen.



And on September 21, De Kameleon organized a walk-in for parents of children in their reception classroom. A great amount of people showed up! Many fathers, mothers and children participated in memory games with Dutch words and pictures. Everyone tried their best with great enthusiasm, and simultaneously learned a few Dutch words.

### TalkX at the Emmaus primary school

In June, primary school Emmaus in Rotterdam organized its second TalkX Event. During 20 weeks, ten children were prepared and trained to give a talk on stage about a personal story they wanted to share. The aim of the event was to show adults what we can learn from children, as long as we give them a voice and listen closely. The speakers ended their talks either with a question or a live lesson for the audience. Sometimes even the parents were surprised about the courage and wisdom their own child showed. The children themselves were very proud of their performance too. To read more on TalkX events, go to the (Dutch) website: <http://talkx.nl/>

### 3. Evaluation of the EDINA modules

In the previous academic year, the EDINA project enjoyed the support Manouk as intern. One of her tasks during this internship was to collect feedback on the EDINA tools. For this, she designed and ran a survey, asking participants from partner countries to give their feedback on the design, content and implementation of the project so far. Based on an analysis of the responses, the Utrecht EDINA team has been busy rewriting parts of our tool that needed clarification or elaboration.

### Diversity management in transnational project teams

Manouk also wrote the thesis for her Master's degree in international communication within the framework

of the EDINA project. In her thesis, she made an inventory of how the EDINA partners experienced the implementation phase of the project. She used data collected via the survey she designed during her internship, and data from observations during meetings. Overall, the project was evaluated positively. The majority of the partners found their participation valuable and will use the newly obtained knowledge in their daily work. She notes that the possibilities to discuss and reflect, the access to academic research, and the new contacts were especially valued. If you want to know more about Manouk's research, contact her via [m.a.vandenbrink@uu.nl](mailto:m.a.vandenbrink@uu.nl).

#### 4. Research: How do we welcome parents?

For her Master's degree in Intercultural Communication at Utrecht University, Kim wrote her thesis as part of the EDINA project. The topic was parental involvement in the education of newly arrived migrant pupils. She researched the methods of communication of primary and secondary schools, analysed 28 interviews with employees from these schools, and held a workshop on parental involvement in Rotterdam for the board of newly arrived migrant education in Rotterdam. In this research, she looked at three features: collaboration, multilingualism and mediation. She shows large discrepancies between schools, and concludes that the exchange of knowledge and materials between schools, as well as the provision of multilingual methods by the national government, would make it a great deal easier for

schools to involve parents and/or relatives.

Other factors that impede parental involvement are: 1) geographical distance to the school; 2) cultural and social differences; 3) heterogeneous educational backgrounds; and 4) linguistic differences.

If you are interested in reading the full thesis, contact Kim via [kim\\_van\\_walbeek@hotmail.com](mailto:kim_van_walbeek@hotmail.com).

#### 5. Agenda: What to look forward to

As can be seen on the front page of this newsletter, there are many exciting events coming up for EDINA/ Here you can find more detailed information on what to expect at these gatherings:

- **13 October 2017:** EDINA Exchange - Ghent, Belgium
- **27-28 November 2017:** Steering Group Meeting 5 – Ghent, Belgium
- **March 2018:** Multiplier Event – Rotterdam, The Netherlands
- **March 2018:** Multiplier Event – Helsinki, Finland
- **April 2018:** Multiplier Event – Ghent, Belgium
- **6-7 June 2018:** Steering Group Meeting 6 & EDINA Final Conference! - Rotterdam, the Netherlands

#### EDINA Exchange – Ghent, Belgium

Every six months the Ghent EDINA team bring together all the 11 primary and secondary schools involved in the EDINA project. In April we had our last exchange session, and we plan another one on **Wednesday 22 November**. The

school teachers will evaluate the ongoing implementation phase and will plan the last activities for the coming months. In various workshops and teacher reunions, the different parts of the tools will again be presented and teachers will reflect on how they will implement the use of the tool components in their daily classroom practice.

We organize these exchange sessions in cooperation with the two **teacher training institutes** from Ghent, the **Artevelde University College** and the **Ghent University College**. They send their students to the exchange sessions as well, so they can learn from the practices in the different schools. This time, we will bring our schools to meet with the EDINA partner schools in Rotterdam.

### **Steering Group Meeting 5 – Ghent, Belgium**

On the 27<sup>th</sup> and 28<sup>th</sup> of November 2018, the 5<sup>th</sup> Steering Group Meeting will take place in Ghent, Belgium. Here, each country will present the final versions of their tools, and our expert schools will give their feedback once more. During this meeting, we will discuss the process of digitalising our tools, and give shape to the final product.

### **Multiplier Event – Rotterdam, the Netherlands**

EDINA expert schools will share their knowledge and practices with you! This day is for everyone who has questions for our expert schools, wants to know more on multilingual education, or wants to learn more about our tools on intercultural competences, differentiation and transition, reception and observation.

### **Multiplier Event – Helsinki, Finland**

EDINA expert schools will share their knowledge and practices with you! This day is for everyone who has questions for our expert schools, wants to know more on multilingual education, or wants to learn more about our tools on intercultural competences, differentiation and transition, reception and observation.

### **Multiplier Event – Ghent, Belgium**

EDINA expert schools will share their knowledge and practices with you! This day is for everyone who has questions for our expert schools, wants to know more on multilingual education, or wants to learn more about our tools on intercultural competences, differentiation and transition, reception and observation.

### **Steering Group Meeting 6 & EDINA Final Conference – Rotterdam, the Netherlands**

On the 6<sup>th</sup> of June 2018 the Final Conference of the EDINA project will take place, followed by the EDINA final conference on the 7<sup>th</sup> of June in Rotterdam, The Netherlands. During the 6<sup>th</sup> Steering Group Meeting, we will evaluate the multiplier events and the whole project, present the definitive version of our tools, and discuss dissemination. More information about the final conference is given in the next section. We hope to see all of you there!

## **6. Final Conference**

The culmination of the EDINA project is in sight! We cordially invite everyone to be present on **Thursday, June 7<sup>th</sup>** in Rotterdam, the Netherlands for the final conference.

Please note that this is a day earlier than previously planned; due to a conflicting schedule, some of our partners would not be able to make it on the 8<sup>th</sup> of June.

Our expert schools will share the knowledge they have accumulated over the course of the project. We will have workshops, presentations on innovative practices, panel discussions and much more! On this day, we will also officially launch our digital tools. These tools will be available for everyone that wants to work with them, without payment.

## 7. News Items

Even though schools were closed over the summer, the EDINA team has been actively disseminating and working on improving our tools. We present an overview of the goings-on over the past three months:

### National Project Group: The Netherlands

On the 14<sup>th</sup> of September, the National Project Group: The Netherlands took place in Rotterdam. On the 40<sup>th</sup> floor overlooking the harbour, EDINA stakeholders gathered to discuss the progress of the project. Among the attendants were representatives from the municipality of Rotterdam and Amsterdam, primary and secondary schools, Erasmus+, the national board of education for newly arrived migrants in the Netherlands (LOWAN), the RUTU foundation, Stichting Nieuw Thuis Rotterdam (Foundation for New Homes Rotterdam), the CED Group, the national board of primary schools, and of course members of the EDINA project itself.

The programme involved looking back at the previous national project group meeting, sharing updates in both primary and secondary education since then, setting the course for EDINA's final year of dissemination in the Netherlands. We also presented two Master theses that were written within the frame of the EDINA project – mentioned previously in the “research” section of this newsletter.

It was an informative afternoon, and also the last official National Project Group meeting in the Netherlands! The next meeting planned is the multiplier event for the Netherlands in March. For the exact date, keep an eye on our website.

### EDINA at Research Meeting Language and Education

On the 9<sup>th</sup> of June, the research group Language and Education of the University of Utrecht gathered in order to present data and results of the projects its members have been working on. Emmanuelle le Pichon presented the research data, the successes, the activities, the context, the progress and plans for the future of the EDINA project. It was emphasized that EDINA uses a child-centered approach, by giving them a voice through interviews and comparing these data with the research on multilingual education, national and European education reports and current school systems and policies.

### EDINA at TAUU

Manouk van den Brink and Suzanne Dekker were part of the keynote lecture at the Teaching Academy Utrecht University (TAUU)'s 5-year anniversary party on June 26. Deborah Coleman, keynote speaker, invited the EDINA team to share brief

stories during her lecture on diversity: the 'who', 'what' and 'how' of being diverse. You can read the abstract [here!](#)



Suzanne (left), Manouk (middle) and Debbie (right) at the TAUU.

### EDINA at Garant

On the 24 of November, Jan Royackers, member of the Belgian EDINA-staff, will speak at the Garant-congress in Antwerp about Newly Arrived Migrant Pupils. Five interesting researchers and speakers will present their work about teaching new students and important aspects to deal with. Jan will present the most important findings of the EDINA-project, guiding the public through the main work of every participating country.

### Collaboration with the CED-Group in the Netherlands

In the previous newsletter we mentioned our collaboration with the CED-group in Rotterdam, the Netherlands. They will continue disseminating the EDINA modules once we have finished. Here is what

they said regarding the cooperation with EDINA:

*The municipality of Rotterdam and the four large school boards in the city have assigned the CED group and Hogeschool Rotterdam the task of executing a reception classroom project. The purpose is to better equip primary school teachers for teaching newly arrived migrant pupils. What's very nice about this project is the collaboration with Utrecht University. The EDINA staff provide more in-depth knowledge regarding questions on transition, differentiation and intercultural competences. In this project, the EDINA modules will be further disseminated. Via three meetings, teachers will learn to work with the EDINA materials and use them in their daily practice. The intention of the CED group is to continue offering the EDINA materials in their courses after the reception classroom project.*

### NAOS Final Conference: Do Europe in One Day!

One of the partners of the EDINA project was another Erasmus+ project: NAOS. On the 21th of June NAOS organized its final conference, and EDINA was present. NAOS organized exchanges between schools in various countries to share knowledge, experience and good practices. The central topic of NAOS is the professional capacity of teachers who are dealing with diversity related to migration, in all its forms. This professional capacity includes cooperation and exchange between educational professionals and other stakeholders in children's development. Ten countries across Europe participated in the exchanges, and a case study was conducted in three other countries.

Representatives of participating countries gave workshops and presentations on their school or organization to share insights in the current issues in their environment and how they have successfully handled it. Videos of every country are available via this link: <http://naos.risbo.org/video-implemation-studies/> . The day ended with a keynote speech by Regine Hartung, the coordinator an agency in Hamburg that provides material and consultancy regarding intercultural education.

It was an informative day, and it was great to see many countries together celebrating diversity and learning from each other's experiences. Although it is a pity the project ended, NAOS has contributed to professionalization and internationalization of teachers across Europe! For more information about the case studies, videos and the handbooks and other materials NAOS has developed, please visit the website <http://naos.risbo.org/>

### EDINA Continued

Next March is the deadline for the Erasmus+ funding of key action 2 (Higher education partnerships). The question therefore arises whether or not we wish to submit an application to fund two or three more years of EDINA. Please let us know if you would like to be part of a possible new funding application for EDINA via [the Google form](#).

## 8. Upcoming

*A tool on differentiation is a fine instrument for our teachers. So far, the Ghent EDINA team has put a lot of effort in its draft version. The coming months we will go more into*

*depth! We have a clear vision on **why** differentiation should be a normal practice in classrooms. We will fine-tune this vision with references to evidence-based research and practice research and make clear links with concepts of second language acquisition.*



Jan Royackers (left) and Jan De Mets, both University of Ghent, are part of the Ghent EDINA Project Team, together with Hans Thielemans (City Council of Ghent).

In October, November and December, we have the following activities listed:

- Adaptation of the tools based on evaluation;
- Submitting the final versions of the tool to the group;
- Digitalisation of the tools;
- 5<sup>th</sup> Steering Group Meeting;
- Development of guidelines for the users of the tool;
- Dissemination

*We are grateful to our partner schools for sending us examples of innovative practices. We happily share these to support the exchange of knowledge and peer-learning activities!*

*Do you have a great initiative to share, or are you interested in implementing one of these initiatives in your school? Please send an email to [s.v.dekker@uu.nl](mailto:s.v.dekker@uu.nl).*

*For regular updates on the EDINA project, please visit our website: [www.edinaplatform.eu](http://www.edinaplatform.eu) or follow us on twitter: [@EDINAprject](https://twitter.com/EDINAprject)*