

EDINA

INNOVATION IN EDUCATION

**Enhancing Policy & Educational Practice for
Newly Arrived Students**

7th June 2018

Rotterdam, Netherlands

Conference Booklet

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This conference arises from the project EDINA which has received funding from the European Union, under the ERAMUS+ Programme 2014-2020. The European Commission and the Executive Agency are not responsible for any use that may be made of the information contained on the conference

General information

Date

7 June 2018

Conference venue

World Trade Center Rotterdam: "Mees Auditorium"
Beursplein 37 3011 AA, Rotterdam
The Netherlands

Contacts:

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Conference language

The official language is English.

Conference website

<https://edinaplatform.eu/news/edina-final-conference>

Meals

Coffee breaks will be provided throughout the conference. Conference lunch is also included.

Hosted by:

POSTILLION CONVENTION CENTRE
WTC ROTTERDAM

Conference objectives

Welcome to the final international conference of the EDINA (EDucation of International Newly Arrived migrant pupils) project! The project, funded by ERASMUS+ (project number 2015-1-NL01-KA201-0088), has reached its final stage and it is time for us to report on the results! The EDINA project was carried out by policy makers, schools and researchers from Finland (Helsinki), Belgium (Ghent) and The Netherlands (Rotterdam and Utrecht). Our main objective was to provide support to municipalities, schools and teachers in the reception and the integration into the school system of newly arrived migrant students. In our project, we focused on the common European challenge of enhancing the opportunities for NAM's in the education system. Therefore, this conference will focus on the insights of multi-disciplinary policy advisors, researchers and educational professionals who share a commitment towards innovative and effective practices and policies in education. We hope that this will lead to a fruitful exchange of ideas.



At this event, the members of the project from the three countries will not only present the tools that they have developed and that are freely available on the website, but students, teachers, principals and researchers will also debate together about what has been achieved and what should be done in order to foster the inclusion of newly arrived students in our school systems. There will be, of course, numerous opportunities for in-depth discussion and exchanges of good practices (relevant academic literature, tips and guidelines for improving educational practices and policies, opportunities for reflection and many good practice examples). We will present the toolkit and the experiences that teachers have had in working with the toolkit. By the end of the day, Kristina Cunningham, Senior Policy Officer at the European Commission, DG Education and Culture, will present the perspective of the European Commission on these questions.

I am looking forward to the opportunity to develop common projects.

With very best regards,

Sergio Baauw

Principal Investigator - **EDINA**



TIMETABLE

Thursday 7 June 2018

- | | |
|---------------|--|
| 08.30 – 09:30 | Registration of the participants |
| 09.30 – 12.30 | Opening – Plenary session I |
| 12.30 – 13.30 | Buffet lunch and networking |
| 13.30 – 14.30 | EDINA results session – Plenary session II |
| 14.30 – 15.45 | Parallel Session I |
| 15.45 – 16.00 | Coffee Break |
| 16.00 – 17.30 | Closing – Plenary session III |

Agenda

Thursday 7 June 2018

09.30 - 11.00	OPENING CONFERENCE	-	INSPIRATION	-	Plenary Session I
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09.30 **Official opening Conference**

Welcome words by:

Josine Meurs

Head Education City of Rotterdam

09.45 **The voice of the NAMS**

Zuzanna and Ana Maria

10.00 **Keynote: Language distance and transparency. The role of L1 in learning a second language**

Folkert Kuiken

Research institute Amsterdam Center for Language and Communication

10.20 **Edina how it started and grew:**

Emmanuelle Le Pichon

University of Toronto

10.40 **Coffee break**

11.00 - 13.00

RESULTS

Plenary Session II

- 11:00 Intercultural competence in education of NAMs; Results, conclusion & how to move forward by **Xiaoxu Liu**
- 11:30 Differentiation in education of NAMs; Results, conclusion & how to move forward by **Piet van Avermaet**
- 12:00 Transitions in education of Newly Arrived Migrant Pupils; Results, conclusion & how to move forward by **Sergio Baauw**
- 12.30 Lunch break
- 13.30 **LANGUAGE POLICY - MULTILINGUALISM**

Moderator	Sergio Baauw	Principal Investigator Edina
Keynote	Emmanuelle Le Pichon-Vorstman	University of Toronto
Panel	Steven Delarue	City of Ghent
	Chris van der Voordt	OSG Hugo de Groot
	Ellen-Petra Kester	University of Utrecht

14.30 - 15.45

PARALLEL SESSIONS

-

ACTION/FUTURE

-

Parallel Session I

Parallel A: **Arrival of new pupils & using a pupil's background**

Moderator	Tom Tudjman	RISBO/ SIRIUS network
Keynote	Emmanuelle Le Pichon-Vorstman	University of Toronto
Panel	Marieke Postma	LOWAN
	Nele Depoortere	VISO Gent
	Ellen-Rose Kambel	Rutu Foundation for Intercultural Multilingual Education

Parallel B: **Communication with stakeholders**

Moderator **Petra Steenhout** Hogeschool Gent
Keynote **Gabrielle Schmid-Mühlbauer** City of Munich
Panel **Firdevs Durgut** Director of the Kameleon Primary School
Jan De Mets University of Ghent
Renée Wind City of Rotterdam

Parallel C: **Differentiation & Assessment**

Moderator **Josje van Nes** City of Rotterdam
Keynote **Tessa Eysink** University of Twente
Panel **Jan Royackers** Schoolmakers
Joris Verlinden Coordinator Lyceum Offerande Antwerpen
Eveline Hamers Gemeente Amsterdam

15.45 **Coffee break**

16.00 - 17.30	PLENARY CLOSING	Plenary Session III
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16.00 European respond – **Kristina Cunningham (European Commission)**

16.30 Conclusions and Recommendations of the three parallel sessions by **The Youth**

17.15 Closing statement by **Josje van Nes (Moderator)**



Biographies

Keynote Speaker



Folkert Kuiken is professor of Dutch as a Second Language and Multilingualism at the University of Amsterdam. He is also Academic Director of the Institute for Dutch Language Education at that same university. His research interests include the effect of task complexity and interaction on SLA, Focus on Form, and the relationship between linguistic complexity and functional adequacy. He (co)authored and (co)edited various course books for Dutch L2 and teacher training books. His scientific publications have appeared in various refereed books and journals (a.o. Applied Linguistics, Bilingualism: Language and Cognition, Journal of Second Language Writing, Language Learning, Language Testing).

Introductory speech



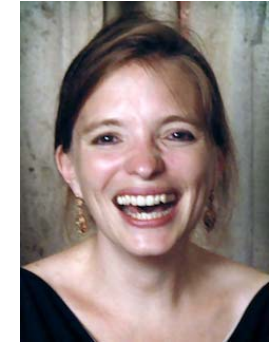
Josine Meurs is head of the department of education of the city of Rotterdam. She is responsible for the education policy and construction & maintenance of the school buildings. This includes the education of refugees and the education in asylum centre Beverwaard. She is also the legal representative of the city of Rotterdam for the EDINA project.

Edina how it started and grew

Emmanuelle Le Pichon - Vorstman is Assistant Professor at Utrecht University at the Department of Languages, Literature and Communication and at the Utrecht Institute of Linguistics, in the Netherlands. Since sept. 2017, she has accepted a position at the Ontario Institute for Studies in Education, University of Toronto, Canada. Emmanuelle has developed and led the EDINA project which is still running at present and in the stage of results dissemination.

Her research focuses on multilingualism in education. Emmanuelle has also served on boards of the Dutch Association of Applied Linguistics (2012-2017), of the Ethical committee of the Utrecht Institute of Linguistics (2016-2017) and of the Education Commission for undergraduate (2015-2016) and graduate students (2016-2017) of the Department of Languages, Literature and Communication in Utrecht. Since 2009, she has led several projects on the inclusion of minority pupils in education. Emmanuelle has worked as a consultant, researcher, evaluator and reviewer for several international organisations and international journals. She has participated in policy analyses upon invitation by the European Commission (NESET II, Sirius, Erasmus +) and the Migration Policy Institute (Washington DC, May 2015).

Her keen interest in migration policy has led her to conduct research studies on issues related to multilingual education, particularly on the education of newly arrived migrant pupils in Europe (TRAM project, Taalschool project, EDINA) and indigenous pupils in Suriname (Meertaligheid in Suriname in collaboration with the Rutu Foundation). In 2015, her research report (Le Pichon-Vorstman & Baauw, 2015) was at the center of a debate on migrant issues and education in the Dutch parliament. Together with Antoinette Gagné, Emmanuelle will spend the next two years working on a project funded by the government of Canada on The social and academic integration of Syrian refugees in Ontario schools.



Chair of the day

Josje van Nes, is an official of the municipality of Rotterdam. Josje is building bridges between public policy and practical impact with entrepreneurial spirit. She also has been working as a moderator, trainer for actors and a process supervisor. Josje embraces every opportunity to contribute to awareness and growth. Her moderating style is characterized by clarity, flexibility and a great sense of humour.



Panel discussion

Language Policy - Multilingualism



Steven Delarue works at the Ghent Education Centre (Onderwijscentrum Gent), where he supports primary and secondary schools in Ghent with respect to multilingualism, NAMS and diversity. Before, he worked at Ghent University as a lecturer and researcher in Dutch linguistics. In 2016, he obtained a PhD in Linguistics with a qualitative study of Flemish teachers' (standard) language use and perceptions



Chris van der Voordt was born in Rotterdam in 1957 and never left this city. Since 1980 he has been working in education. The first ten years as a teacher and manager at a primary school, then as a teacher and manager at several highschools. His work at the highschools was for the biggest part related to the department for "newly arrived migrants" for children aged between 12-18. Over the years, the team he has been working on enhancing the practices that most effectively support learning for their ever changing student population, has developed a way of working and chosen a content we found most adequate for our ever changing population. Like us, teachers around the country have been exploring their own methods in working with NAMS.



Ellen-Petra Kester is associate professor of Spanish linguistics and coordinates the Master's programme of Multilingualism and Language Acquisition. Her research focuses on the syntax of Papiamentu and the sociolinguistics of the former Netherlands Antilles. She is also guest lecturer at the University of Curaçao.

& **Emmanuelle Le Pichon - Vorstman** see page 12 or next page.

Moderator of the session



Sergio Bauuw coordinates the EDINA project since September 2017, when he took over this responsibility from Emmanuelle le Pichon-Vorstman. Sergio is Assistant Professor at the Spanish Language and Culture program of Utrecht University. His research focuses on first language acquisition (in particular the acquisition of the syntax and semantics of Spanish and Dutch), language processing and language impairment. Since 2009 he has been involved in several projects on multilingualism in educational contexts.

Panel discussion

Arrival of new pupils & using a pupil's background



Marieke Postma works almost 20 years in education, specific with children who don't master the instructional language. She has worked in the Netherlands and other European and non-EU countries. She has worked for 6 years in the Lao PDR where she worked at a school and teacher training institute. In the Lao PDR she also had to learn a new language (script and verbal). Currently Marieke is a director of a school with over 200 newcomers, and she advises municipalities and school in the Netherlands regarding policy and 'hands-on' ways how to offer a good programme for this group.



Nele Depoortere is an energetic, creative mind that combines empathic skills and common sense in the right dose. As a teacher she already thought outside the box, and as a coordinator that became her profession. She graduated as a teacher of English, Dutch and history and started in September 2000 as a teacher of Dutch for newcomers in VISO. In 2011, she became full-time coordinator of the OKAN department at VISO. Together with the principal of the school she determines the vision of the school and thinks about the policy and also ensures the daily practical organisation. In VISO she leads a team of 25 teachers and carries 90 pupils in her heart each year.

Ellen-Rose Kambel is co-founder of the Rutu Foundation. She has over 15 years of experience as a trainer and consultant working for indigenous peoples and international organizations, including the Inter-American Development Bank, UNICEF, the International Labour Organisation (ILO) and the Rainforest Foundation-US. She is a lawyer and obtained a PhD on the rights of indigenous peoples. At Rutu she is responsible for programming, fundraising and external contacts. In 2016 she was affiliated with the University of Amsterdam as post-doctoral researcher, with a focus on mother tongue education and translanguaging as a pedagogic strategy for multilingual classrooms.



"I have witnessed how destructive education systems can be for indigenous and ethnic minority children. But I have also seen different, better examples. Intercultural multilingual education gives children the tools to prepare themselves for the future, but also to maintain and develop their cultural identity. I founded the Rutu Foundation in an effort to contribute to this process."

Emmanuelle Le Pichon - Vorstman is Assistant Professor at the Ontario Institute for Studies in Education at the University of Toronto. Previously she worked at Utrecht University at the Department of Languages, Literature and Communication and at the Utrecht Institute of Linguistics, in the Netherlands and was affiliated with the EDINA project as the main researcher. Emmanuelle's research focuses on multilingualism in education. Since 2009, she has led several projects on the inclusion of minority pupils in education. Emmanuelle has worked as a consultant, researcher, evaluator and reviewer for several international organisations and international journals.



Moderator of the session

Tomislav Tadjman (MA Public Administration) works as a Project Manager and Researcher at Risbo, a research, consultancy and training institute of the Erasmus University Rotterdam, the Netherlands. His expertise lies in the following fields: Social Inclusion, Integration, Migration (including Refugee issues), Educational Network Governance and Professional Capital of school professionals in primary and secondary education in both national and international studies. As a Project Officer and Peer Reviewer he has been working on various European Projects.



In 2008 and 2009 he participated in Connections which focused on organizational approaches to tackling multiple deprivations in eight European cities. Since 2012 he started working for SIRIUS. He was also a project officer in the European Literacy Network (ELINET) a large network of 80 organisations for EU member state countries. Furthermore he is a Board member of SIRIUS, the largest policy network on migration and education. He fulfilled a role in the advisory board of Edina and today he is the General Manager of two Erasmus+ projects called NAOS and AVIOR.

Communication with stakeholders



Gabrielle Schmid-Mühlbauer works as a psychologist for the Counselling Center for Schools of Further Education (City of Munich). She is responsible for all psychological problems coming up at school and questions concerning refugees, migration and crisis intervention. She used to work for a special school for refugees (aged 16-21 years). In addition, she has a strong clinical background and works as a psychotherapist for all ages.



Jan de Mets is project employee at the Centre of Diversity and Learning, Ghent University. He worked in different projects and has written many articles and brochures on parental involvement. He is leader of the project 'Kleine Kinderen, Grote Kansen' ('Little Children, Big Opportunities'), initiated by the Flemish Minister of Education, bringing together all the Flemish Teacher Training Institutes for future pre-school and Kindergarten teachers. Aim of the project is to professionalize lecturers and students in dealing with child poverty and social exclusion (till mid 2018). He is also involved in the AMIF-project on 'pre-school children's participation through parental involvement' (till end of 2018). Together with his colleague Jan Royackers and with Hans Thielemans, City of Ghent, he formed the EDINA Local Project Team in Ghent.



Firdevs Durgut has been the principal of the primary school osbs De Kameleon since 2013. De Kameleon is one of the largest schools in Rotterdam with four classes for NAMS and receives more than hundred new NAMS each year. She is also pincipal of the primary school obs De Triangel since 2016, where she is in charge of improving the quality of the education. As a member of the Advisory Board of the Expertisecenter Talentdevelopment of the Hogeschool Rotterdam since 2015 she provides input and feedback on various researchprojects involving the students in Rotterdam.



Renée Wind has a background in clinical child and adolescent studies and works as a manager of the project "Samen Leren" (learning together), an intervention developed by Bureau Frontlijn, part of the City of Rotterdam. Samen Leren aims to increase the school results of children (age 4 to 8 years) by improving parenting skills and the learning environment at home. The intervention is developed and executed in close collaboration with schools and parents in the South of Rotterdam. This year an effect study will be executed by the Erasmus University.

Moderator of the session



Petra Steenhout is a master in pedagogical sciences. She teaches educational and pedagogical subjects in the bachelor in education, secondary education, Faculty of Human and Welfare, University College Ghent. She supervises internships and is promoter of various bachelor's theses in secondary education. As coordinator of cross-curricular and project-based work, she has experience in elaborating, guiding and evaluating interdisciplinary projects with students from the secondary education program. From this academic year she is also an 'individual development trajectory' coach. She is also a supervisor and coordinator of the courses 'Assistant in various contexts' and 'Practice 3: working in various contexts'.

Differentiation & Assessment



Tessa Eysink is an assistant professor at the Department of Instructional Technology of the University of Twente. She graduated in cognitive science, received a PhD in educational science, and is currently working on the intersection of psychology and instructional design. Her research interests focus on differentiation and giftedness in relation to instructional design. She participated in various research- and development projects, among which projects focusing on tailored instruction and social inclusion of gifted learners attending regular education and projects investigating and enhancing awareness, knowledge, and skills of primary school teachers concerning the social and academic needs of children of different ability levels. Her research is published in academic ISI journals as well as in Dutch practice oriented journals. She is a member of various networks on differentiation and giftedness and a member of advisory committees of post-Higher Vocational Education programmes on differentiation and giftedness.



Jan Royackers is a research assistant at Ghent University and trainer at Schoolmakers. He focuses on differentiation in education. This was the reason why he joined the EDINA-team. Before, he was a French teacher at the Paridaens Institute in Leuven, where he was elected twice in the school council. There, he noticed that the growing diversity amongst our pupils emerges a lot of questions. In his work, he bridges the gap between research and daily practise at school.

Joris Verlinden is headmaster at the NAM-department of Stedelijk Lyceum Offerande in Antwerp (Belgium). The school is home to 240 young newcomers between 12 and 18 years old. Joris has been working in the school for more than 17 years as a teacher, a study guidance counsellor and headmaster. Joris is also the chairman of the Antwerp NAM-group that works on different NAM-related subjects. His main focuses are on modern didactics in second language acquisition, socio-emotional guidance and assessment of language skills.



Eveline Hamers works for almost 15 years at the City of Amsterdam, of which the last 8 years in the field of education on topics like early child development, internationalization, newcomers. Recently, she focuses on refugees. Eveline studied Culture, Organization and Management at the Vrije University of Amsterdam and Business at the University of Kansas.



Moderator of the session

Josje van Nes, is an official of the municipality of Rotterdam. Josje is building bridges between public policy and practical impact with entrepreneurial spirit. She also has been working as a moderator, trainer for actors and a process supervisor. Josje embraces every opportunity to contribute to awareness and growth. Her moderating style is characterized by clarity, flexibility and a great sense of humour.



European respond



Kristina is currently the senior policy officer in charge of Multilingualism in the Directorate General for Education and Culture of the European Commission in Brussels. Before this she worked as a translator for the European Commission and as a sales and marketing manager in the private sector, including eight years in Germany. She holds a Master's degree in business administration and modern languages from the University of Gothenburg, Sweden, and a Certificate of Political Studies from the Institute of Political Sciences in Paris, France.

Kristina's current work is focusing on the implementation of the EU objective for the development of language competences in Europe, as agreed by the Heads of State and Government: that every EU citizen should have the opportunity to learn at least two languages in addition to the language of schooling during compulsory education. In recent years, the "mother tongue+2 objective" has been open to interpretation in recognition of the fact that many young children have a different mother tongue than the main language of schooling. As a consequence, she has been closely involved in the development of strategies for making multicultural and multilingual classrooms more efficient and socially more inclusive. New actions are also envisaged to support teachers in their constantly evolving roles. As a result of this work, the European Commission adopted a proposed Council Recommendation on a comprehensive approach to language teaching and learning, in May 2018.

Multilingualism is supported through EU funding programmes, enabling young people to study and work abroad, but also co-financing innovative projects and good practices aimed at promoting language skills.

The European Commission's web site on language learning policy: http://ec.europa.eu/languages/policy/learning-languages/index_en.htm

The voice of the NAMS

Zuzanna's story

It is the middle of the night when my mother left me and my little brother in Poland. She did not want to wake us, because saying goodbye would be too painful.

The next morning I ask my grandmother where my mother has gone. She says that she has left to visit my aunt who lives abroad. She will only be away for a few months. But after these few months my mother still has not returned.

Although I missed her I was not angry with my mother. She left us for a good reason: to try to achieve a better future for our family. Today we have a better future. My mother works in a greenhouse with plants and flowers and my father works in an Albert Heijn warehouse. He can get me all the "moestuintjes" I want. I returned to Poland for the first time during Christmas 2016 to see my grandmother again. I was really happy. It felt like coming home. Poland is where I was born and where I want to be. But I can't stay in Poland because then I would miss my mother.

Ana Maria's story

The day is 24 August 2015. Today I start school in a "schakelklas" together with my brother Vlad. Because I don't speak Dutch it seems like all the children laugh about our names as in their opinion they sound funny. I think their names sound funny as well. I don't really like it much at school. The first lesson with miss Stieneke is about learning colours. I practice with a girl named Amy, she is from China. I feel sorry for the teacher as she has to repeat all words again, again and again. Luckily I improved my Dutch quite quickly and after half a year I join a regular group 7 class. At this moment I am in group 8 and next year I will go to secondary school at a high level. I am satisfied that I speak Dutch now as it is my belief that you need to speak the language in order to communicate with people, make friends and get a good job. For this I practised a lot. If you really want something you can achieve it, you just have to practice.

“Innovation in education: Enhancing policy & educational practice for newly arrived students”



www.edinaplatform.eu

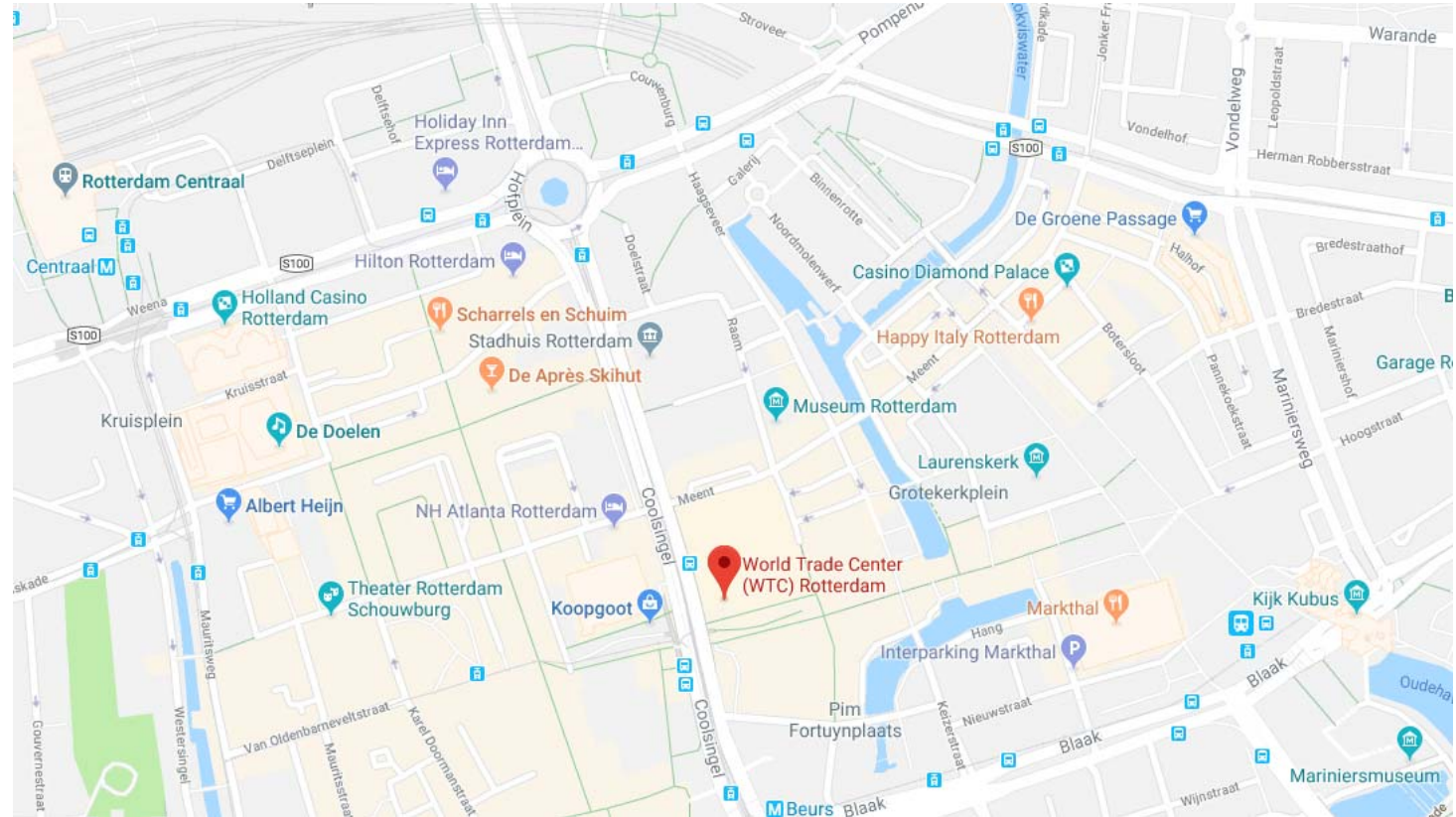
Getting Around

World Trade Center Rotterdam

Beursplein 37
3011 AA, Rotterdam
The Netherlands

How to reach the WTC?

From Rotterdam-CS train station:
Underground to Beurs station (exit Beursplein) or by Tram 8, 21, 23, 24 of 25 to Beurs stop. On foot (10 min), follow the Stadhuis/Beurs signs.



EDINA

The project EDINA - EDucation of International Newly Arrived migrant pupils brings together policy makers, schools and researchers from Finland (Helsinki), Belgium (Ghent) and The Netherlands (Rotterdam and Utrecht).

The main objective of EDINA is to provide support to municipalities, schools and teachers in the reception and the integration into the school system of newcomer pupils. The high inflow of newcomers in and within Europe implies that schools are experiencing a constant increase in the numbers of pupils who do not master the school language. This situation creates a heavy challenge for the European school system. Against this background, it is difficult to overestimate the importance of successful reception of newcomers at their new schools in order to facilitate optimal integration.

The three Member States provide education for children and adolescents regardless of their residential status. However, criteria regarding the reception, duration of special schooling, transition to regular or to secondary school, constitution of learning environments, and instructional background of teachers greatly vary within and between the countries. At present it is unknown which of these different approaches are the most effective. There is thus a high need to identify the most successful strategies to improve the education of newcomers and to make this knowledge available in order to empower schools across Europe with the ultimate goal to improve the prospects of this vulnerable group of pupils.

Our project has developed a multimodular programme. This programme includes

- a training module to develop specific teachers' skills and (intercultural) competences,
- a training module to promote active differentiation within the classroom,
- and a toolset and resource base to optimize the reception, observation and transition processes of newcomers.

A particular strength of our programme is that it will be developed by an interdisciplinary team including schoolteachers, school boards, municipalities, and researchers from pedagogy, didactic, intercultural communication and second language acquisition and is to be used by teachers, schools, municipalities and policy makers. It is based on a thorough qualitative analysis of the situation of newcomers (age 6-18) in the educational system of the three countries involved.

The goals are

- (1) to reduce disparities preventing under or over referral to specialized care, proposing adequate strategies and activities to help teachers, schools and municipalities to support these children,
- (2) to increase the efficiency of investment in the education of newcomers supporting the development of management programmes for this group at city level and,
- (3) to strengthen education and training paths of school staff fostering the collaboration between schools, municipalities, and researchers nationally and internationally.

With the programme, we aim to ensure that newcomers may access the level of education that corresponds to their cognitive possibilities in order to reduce early school leaving and to support excellent schooling attainment.

EDINA

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