



Co-funded by the
Erasmus+ Programme
of the European Union

EDINA Newsletter #1, June 2017

Edited by Suzanne Dekker & Manouk van den Brink
s.v.dekker@uu.nl & m.a.vandenbrink@uu.nl



EDINA

Education of International Newly
Arrived Migrants

Dear all,

We are happy to present the first official EDINA newsletter! As decided during the fourth Steering Group Meeting (SGM) in Helsinki, we will keep you up to date with the activities within the EDINA program by means of this overview. In this newsletter, you will find a brief description of activities for the past three months, an agenda for upcoming events, and examples of innovative practices.

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 for interviews to us at s.v.dekker@uu.nl or m.a.vandenbrink@uu.nl.

We hope you enjoy the items for this edition. You can expect the next edition after the summer holidays. For regular updates on the project and events, please have a look at our website www.edinaplatform.eu.

Kind regards,
The EDINA team

AGENDA

14.09.2017

National Project Group – NL
Rotterdam, The Netherlands

13.10.2017

Teacher Exchange
Location TBA

27.11.2017

Steering Group Meeting 5 – Ghent
Ghent, Belgium

March 2018

Multiplier Event – NL
Rotterdam, The Netherlands

April 2018

Multiplier Event – BE
Ghent, Belgium

08.06.2018

EDINA Final Conference!
Location TBA

INDEX

1. [Steering Group Meeting 4: Helsinki](#)
2. [EDINA makes teachers' dreams come true – Ghent](#)
3. [EDINA-exchange – Ghent](#)
4. [EDINA Dissemination](#)
5. [Activities in April and May](#)
6. [Workshop 2: Transition – Rotterdam, The Netherlands](#)
7. [Workshop 3: Differentiation – Rotterdam, The Netherlands](#)
8. [Innovative Practices](#)
9. [Upcoming](#)

1. Steering Group Meeting 4 – Helsinki, Finland



1: Steering Group Meeting, Helsinki

On March 22 – 24, the fourth steering group meeting (SGM) took place in Helsinki, Finland. The partner municipalities, universities and schools from Ghent, Utrecht/Rotterdam and Helsinki gathered on the isle of Suomenlinna, in the harbour of Helsinki. Over the course of three days we discussed the tool's existence, implementation process and ideas on how to combine the three separate parts on differentiation, intercultural competencies, and transition processes.

To promote dissemination for EDINA, the idea for a regular newsletter was born. A newsletter is not only a great way to keep all partners informed about each other's practices, it also represents a start on the project plans for year 3: dissemination.

Finally, René Keijzer, who attended on behalf of the municipality of Rotterdam, has been taking pictures of the lovely Helsinki, and has shared the link with us on the EDINA yammer page. See [here](#).

2. EDINA makes teachers' dreams come true - Ghent

The EDINA team in Ghent invited the partner schools to develop their ideal school environment for Newly Arrived Migrant pupils and students. For this purpose, the team developed [this video](#).

Then, the schools looked at where they are now and thought about which steps they could take towards creating their dream school. Finally, the EDINA-team and the schools reflected on how the EDINA-tool can help the schools in achieving their dreams.

In various workshops and teacher reunions, the different parts of the tools were presented and teachers reflected on how they could implement the use of the tool components in their daily classroom practice.

In total, the team visited 7 schools several times and gave workshops at two teacher training departments in Ghent.

3. EDINA Exchange – Ghent



2: EDINA Exchange in Ghent

On April 17, the partners in Ghent organized an EDINA exchange with several partner schools, students and teachers of universities of applied science. The participants

discussed the implementation of the tools, looked back on what has been achieved so far, talked about innovative practices, and planned how to further refine the implementation. According to the team in Ghent and the participants, the day was a great success.

4. EDINA Dissemination

It has been a busy few months, and the EDINA team in Utrecht proudly made the most of several opportunities to present our joint efforts.

EDINA at EMLAR XIII

During this year's edition of the annual conference Empirical Methods in Language Acquisition Research (EMLAR XIII) in Utrecht, the Netherlands, the EDINA team was well-represented!

On Wednesday, April 19, Suzanne Dekker presented a poster of the EDINA project, its goals and what we have accomplished so far. You can view the poster via [this link](#).

Sergio Baauw also gave a talk on EDINA at EMLAR on April 20. His lecture covered the various tools that we are currently developing, as well as methodological challenges. Read the abstract for Sergio's lecture [here](#), or learn more about the EMLAR conference [here](#).

EDINA at NUFFIC

Emmanuelle le Pichon represented the EDINA project at the yearly NUFFIC conference in a session called "Social inclusion: but how?" ([source](#)).

EDINA at ICMME17

At the first International Conference on Multilingualism and Multilingual Education (ICMME17) in Braga, Portugal, Emmanuelle le Pichon and Deborah Cole of Utrecht University represented the EDINA project. During one of the parallel sessions on May 11, they presented the voice of Newly Arrived Migrant pupils at the EDINA partner schools, comparing it to the voice of teachers and faculty members. How do both parties view education?

Their goal was to show the dynamic complexity in representations of multilingualism, language policy, and language power in our data; to include the voices of the children in representations; and to present how we translate these scientific insights into policies based on a report on the progress of the EDINA project so far.

EDINA at the teacher training department in Ghent

In April, nearly 200 students of the teacher training department at the University of Applied Sciences in Ghent (HOGent) participated in a workshop given by the Ghent EDINA-team. The future teachers listened, discussed, created and reflected. Their open mind-set ensures us of the fact that they will lead younger generations towards a more inclusive future!

Dissemination of workshops by CED-Group in the Netherlands

After finalization of the EDINA tool, the CED-Group, a Dutch training institution for employees in education, will give workshops to primary and secondary school employees in the Netherlands. For more information about the CED-Group, visit their website: <http://www.cedgroep.nl/>

5. Activities in April and May

Because the Steering Group Meeting in Helsinki has already been quite some time, and the EDINA team has been busy in the months of April and May. Below, a quick overview of what has been going on behind the scenes lately:

Implementation of the tools

EDINA has organized workshops and meetings with primary and secondary schools on the education of Newly Arrived Migrant pupils. For these workshops, participants studied the tools and discussed the topics. Participants have indicated that the tools were useful, practical and inspiring, and that they look forward to working with it. Read more on the workshops on page 3.

Evaluation of the tools

EDINA has developed and distributed an online questionnaire that asks participants to give feedback on the tool and its implementation. The results of the questionnaire will be used as input for optimization and finalization of the tool. Expect to read more on this in the next newsletter.

The underlying principles

In Finland, Fred Dervin and Ashley Simpson developed several underlying principles of our joint tools. These principles that include conceptual aspects of the tool, objectives for the educators and the discourse regarding newly arrived migrant pupils, will function as a guideline for the final product. We are currently working on expanding these principles, and adjusting our tools based on that.

6. Workshop: Transition, Reception & Observation - Rotterdam, April 2017

On April 12, the Dutch EDINA group gathered in the city hall of Rotterdam, the Netherlands, for the second workshop for partner schools and organizations. The central question treated was '*How to ensure a constructive and smooth transition for your pupils?*'. The discussion addressed challenges, current criteria and policies regarding transition, as well as the need for flexibility in the educational system in order to maximize the development of pupils' talents.

The evening was filled with discussions, presentations and interactive exercises. In one exercise, teachers, board members and other school personnel were asked to assess the level of Dutch of several pupils on the basis of some of their expressions, and to discuss their findings. This proved to be a challenging task: measures assumed to be objective, like standardized tests, can depend, in reality on many internal and external factors, like cognitive capacities, personality and language biography, or input, quality and quantity. We came to the conclusion that language learning is far from being linear and demands long-term support and observation.

7. Workshop: Differentiation Rotterdam, May, 2017

In May, the final EDINA workshops took place in Rotterdam, the Netherlands. The main topic of these evenings was *differentiation in the multilingual classroom*. Teachers and policy makers exchanged their experiences and ideas on methods, and what they would like to

implement in the future. The assignment for the participants was to build a *résumé* based on personal stories of pupils that were interviewed at their schools. The cases made it clear that every pupil has a complex history and/or home situation, and that the pupils carry more knowledge than previously assumed. We discovered the importance of asking the pupils about their language and school biographies, in order to enhance differentiation.

The workshops concluded with discussions on language policy and translanguaging practices. Teachers who had already developed various translanguaging techniques, shared their experiences and stories with the other participants. We all enjoyed the workshops, and learned a lot from each other's experiences. At the end of the series of workshops, all participants received an EDINA diploma for their attendance and participation.

For more information on translanguaging, visit the RUTU Foundation website, an NGO that stimulates mother tongue education: <http://rutufoundation.org/>



3. Diplomas for teachers and stake holder of Secondary Education.



4. Diplomas for teachers and stake holders of Primary Education.

8. Innovative Practices

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

The Finland club at Pohjois-Haaga Primary School – Finland

At the Pohjois-Haaga primary school in Finland, Newly Arrived Migrant pupils joined an initiative called the Finland Club. They assembled ten times during spring term, each time for a double lesson. The goal of the club was to familiarize the pupils with their neighborhood (e.g. library, nearby parks, shops, each pupil's own designated land area). The pupils have also practiced the vocabulary associated with these places and learned to adapt their behavior accordingly. The pupils have eagerly taken part in these activities and been excited about the club!

Language Buddies Project at OSBS De Kameleon primary school - The Netherlands

Because many new pupils indicated not knowing what to do or where to go during their first days at a new school, De Kameleon in Rotterdam launched their Language Buddies Project. Its goal is to help new pupils feel safe when they arrive at school and at other transitory moments. The project pairs new pupils with a Language Buddy, a pupil who speaks the same language and has already had experience at the school.

The pupils get to know each other in their shared language. The Language Buddy shows the new pupils around, and explains the rules and practices at the school. The new pupil thus learns what to expect and where to go during his first days at the new school. A few weeks later, the pupils meet up again, so that the new pupil can tell the language buddy how things are going in the new class, and ask questions in their shared language.

The two pupils meet again when the new pupil is ready to be transferred to regular education, so the Language Buddy can help prepare the pupil for the new class. A follow up meeting is planned when the new pupil has been in the regular class for a while. The meetings contribute to the new pupil feeling secure and welcome at school by offering regular guidance in their own languages

Language games at De Dialog in Ghent

Teachers of primary school “De Dialog” in Ghent gathered with Jan Royackers of the Belgian EDINA-team to discuss how language games can be introduced in all subjects, in order to make them accessible for pupils

with different levels of language acquisition. De Dialog has a very diverse public and the school discovered how much teachers can learn when they put all their expertise together. It was concluded that there is no ‘best’ method to apply in every classroom, but that a teacher should at all times evaluate the pupils and differentiate based on their needs and talents.

9. Upcoming

In June, July and August, we have the following activities listed:

- Finalisation of the principles underlying the tool;
- Dissemination of the evaluation questionnaire for the schools;
- Collection of the answers of the schools and school boards to the questionnaire;
- Adaptation of the tool based on the new underlying principles.

SAVE THE DATE: EDINA Final Conference

On the 8th of June 2018 the Final Conference of the EDINA project will take place in Rotterdam, The Netherlands. More information about the program and location will follow. We hope to see all of you there!

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 or m.a.vandenbrink@uu.nl.

For regular updates on the EDINA project, please visit our website: www.edinaplatform.eu