

# Migration

Classroom management – Language Acquisition

Is Ethnic background linked to school success?

# “classroom management”

- What is the challenge for teachers in schools with many newcomers
  - Is it the language to be used in these classes?
  - Is it how to teach and motivate all children?
  - Is it to enable all children to have a positive schoolexperince, and dito results?
- Newcomers will not speak the local schoollanguage.
  - All teachers should be aware of language didactics for foreign languages
- Newcomers might have another cultural background
  - All teachers should be aware of cultural implications in school success

# Is our society changing?

- Because of the increasing diversity in our cities?
- How does this reflect in our schools and educational systems?
- Are all 'ethnic groups' equally successful at school? Why?
- Are teachers glad to be teaching a class with many migrant youngsters? Schools with many ethnicities are a challenge?

# Is our education changing?

- Because of the increasing diversity in our cities?
- Because of the changed population in classes?
- Are teachers equally diverse in ethnic background? Should they?
- **Will we REACT to these changes? Or will we ANTICIPATE via education and teacher training?**

# Hands- on approach

- Will we talk about how ‘the other’ has to integrate into our society?
- Will we talk about how we need ‘everybody’ to engage in society?
  - Involve everybody,
  - Never focus on newcomers alone
- Create a bond in a school and class, let the teacher be the guide

# Project proposal

- PHASE 1:
  - **A Staffweek within CA:** think, share knowledge, form ideas and verbalise possible actions in order to react to the changes or (better😊) to anticipate.
  - **Who:** Staffweek where colleagues in all pre-, primary and secondary school teacher training/Social work come together
  - **Programme:**
    - 1,5 days sharing expertise, inspiring practices and share resources and literature.
    - 1,5 days constructing possible actions, possible collaborations, possible outcomes.
    - 1 day critical friends round among ourselves, and with teachers, schoolheads, students in teacher training and possibly children, to have a reality check.
    - Last moment then is to round up and plan a possible KA2.

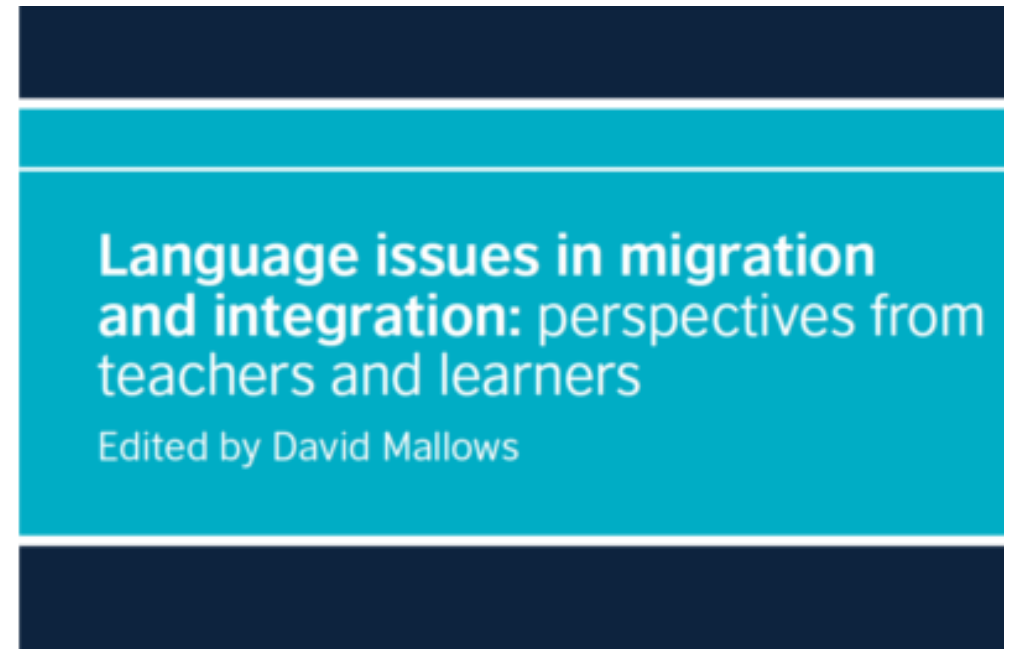
- PHASE 2

- Experience the KA2

(eg, develop materials, organising studydays, creating lessons, site with examples, les students experiment in schools, together with teachers, evaluate learning outcomes, enhance classmanagement and overall wellbeing of the teacher and all pupils, ...)

- PHASE 3: dissemination via workshops for teachers, schoolheads and students, striving for better educational results for children with a migratory background and a better wellbeing and classroom management for teachers in highly heterogeneous classrooms.

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Schools

## Ethnic background linked to school success



Staff and agencies

Thursday 10 March 2005 12.59 GMT

Ethnic minority children are disadvantaged in the transition from primary to secondary school, new research from [London South Bank University](#) revealed today.

A study of more than 600 11-year-olds, half from ethnic minorities, suggests that there remain important barriers in access to good secondary schools by ethnic background as well as class, say the academics involved.