

SchoolEducationGateway

 MENU

Home > Viewpoints > Interviews > Education Talks: Migrant education pathways

Education Talks: Migrant education pathways

Interview | 10.06.2016 |  0 |  4 |  56



Picture: Business Monkey/ Shutterstock.com

  55   1  [Share](#)  0

What knowledge, skills and attitudes should teachers have when teaching in classrooms with learners from diverse backgrounds? Or how can parents and

communities support the integration of students with migrant background? To find answers, hear out Tomislav Tudjman from the Erasmus University of Rotterdam and Jens Schneider from the Osnabrück University in the new Education Talks interview on migrant education. The video is subtitled in 23 languages.

Transcription:

Tomislav Tudjman, Erasmus University of Rotterdam

What knowledge, skills and attitudes should teachers have when teaching in classrooms with learners from diverse backgrounds?

You have five main areas to have knowledge and skills and experience on. And that would be language, because you are dealing with different languages. You have to deal with pedagogy and didactics in using the materials and using the way you address those migrants who are students and third, you should have an idea of social identity and social norms, about ethnic-forming, about identity, about xenophobia, racism issues and all those things.

Fourth, very important, is parent involvement, because they come from so many different backgrounds and parents are essential in the career of students. And fifth, is that you have to build up community relationships, that you know in what kind of area your school is and that you make connections with the area.

What could teacher educators do on a practical level when training the next generation of teachers?

The subjects in teacher training should not be separate subjects only on migrant issues. No, it should be integrated in the core curricula. In the teacher training programmes less attention is given to parent involvement and school community relationships and that's really something that is really necessary for making an inclusive educational system.

We have done studies within SIRIUS and we have made toolkits as well to help those teachers to be aware of what to do in such a diverse classroom.

Jens Schneider, Osnabrück University

What resources should be used more among parents and communities of migrant pupils?

Schools are often aware that immigrant children or parents of immigrant children and migrant parents have a lot of support measures which they are not aware enough of, because they might lack the community channels and the relationships with these parents.

We know from research and practice that migrant parents, since for them one of the main motivations for migration project frequently is to provide a better future for their children, that they strongly support their children in emotional terms.

There is another important resource we find in the migrant communities. for example by role models, other older youth that already successfully managed to find a pathway through the education system and to become successful and make their way to higher education and of course other community leaders.

Schools are mostly not aware of these resources.

What is the added-value of mentoring for schools and teachers?

Mentoring is a very good tool to tap into these community resources. Informal learning, model learning, peer learning, using sports, and music as tools, you can tap into them through mentoring. Teachers work with mentoring as it is especially effective and nice and has an added-value for 2 groups of pupils.

One are those which sometimes schools are not able to reach them anymore, because they all

are not working together well, so using mentoring programmes is a possibility to get them back into the system, sort of, and the other groups are highly-skilled one of high potentials actually, who need just some extra support especially when they are from migrant families. They just need a little bit of extra support to make a smooth transition into higher education.

The important thing is that you tap into a resource which is not a teacher so you find someone, it can be just a more experienced person but we have particularly good experience also with student mentors. A little age difference, the student mentors from the same ethnic community work fantastically well as role models for kids who have a lack of role models in schools.

Topics:

Inclusive teaching

Teaching



Comments

[Add a comment](#) 

In order to add a comment you must be logged in.

Latest

Education Talks: Why cultural education matters

Interview | 29.04.2016 |  0 |  0 |  1



Most shared



Education Talks: Why cultural education matters

Interview | 29.04.2016 |  1



Most commented



Education Talks: Why cultural education matters

Interview | 29.04.2016 |  0



Most favoured



Education Talks: Why cultural education matters

Interview | 29.04.2016 |  0



Latest

Viewpoints

Resources

Teacher Academy

Erasmus+ Opportunities

#EdGateway



- > [About](#)
- > [Frequently Asked Questions](#)
- > [Newsletter subscription](#)

School**Education**Gateway

Join the School Education Gateway to enrich your career with like-minded education professionals and experts throughout Europe.

[Contact us](#)

© 2016 School Education Gateway, All rights reserved - Disclaimer and privacy policy

