

INTEGRATING STUDENTS FROM MIGRANT BACKGROUNDS INTO SCHOOLS

INTRODUCTION

An integrated curriculum allows children to pursue learning in a holistic way, without the restrictions often imposed by subject boundaries. In early childhood programs it focuses upon the inter-relatedness of all curricular areas in helping children acquire basic learning tools. It recognizes that the curriculum for the primary grades includes reading, writing, listening, speaking, literature, drama, social studies, math, science, health, physical education, music, and visual arts. The curriculum also incorporates investigative processes and technology. It emphasizes the importance of maintaining partnerships with families; having knowledge of children and how they learn; and building upon the community and cultural context. Integrated teaching and learning processes enable children to acquire and use basic skills in all the content areas and to develop positive attitudes for continued successful learning throughout the elementary grades.

Rationale for Integrating the Curriculum Integration acknowledges and builds on the relationships which exist among all things. An integrated curriculum implies learning that is synthesized across traditional subject areas and learning experiences that are designed to be mutually reinforcing. This approach develops the child's ability to transfer their learning to other settings.

Characteristics of an Integrated Curriculum An integrated program includes: Experiences to develop children's attitudes, skills, and knowledge and to help them make connections across the curriculum Activities that provide for a range of abilities Activities that are both teacher-initiated and directed and child-initiated and directed Whole class, small group, and individual experiences Opportunities for critical and creative thinking Teacher, peer, and self-assessment Opportunities to experience learning as a meaningful whole.

CONTENT

Day 1

- Access to Education
- Rights and obligations
- School placement
- Challenges related to migration and education

Day 2

- Language, Learning and Psycho-Social Support
- Learning support in preparatory classes
- Language provision and support
- Learning support in mainstream classes

Day 3

- Psychosocial support
- Making Room for Diversity in School
- Teaching the language of instruction

Day 4

- Home language teaching
- Intercultural education
- Taking a Whole-Child Approach to Teaching and Learning
- Creating an optimal state for learning
- Addressing migrant students' holistic needs

Day 5

- Supporting teachers in adopting a whole-child approach
- Involvement of school heads, parents and other local community actors
- Promoting a whole-school approach

OUTCOMES

- Adjusting national migration practices to their respective international obligations
- Combating discrimination, intolerance and xenophobia towards migrants and their families
- Facilitating migrants' participation in society (familiarization with the state language and society)
- Promoting the integration of migrant students in receiving societies
- Respecting cultural and religious diversity
- Promoting and protecting human rights and fundamental freedoms
- Facilitating dialogue, partnership and co-operation on migration-related issues
- Elaborating and strengthening national strategies and programmes for migrant integration
- Promoting equality of opportunity with respect to working conditions, education, social security, healthcare, housing, access to trade unions and cultural rights

+49 163 620 46 90

info@sherlockedu.de
www.sherlockedu.de

Sorvaajankatu 15 (4.kerros)
00880 Helsinki-Finland

Lietzenburger Straße 107
10707 Berlin Germany

Gottlieb-Dunkel-Straße
43/44 12099 Berlin Germany