

## DEVOTE OPEN ONLINE COURSE (OOC)

### Content Description for IO1/ MODULE 1: Promoting a Whole School Approach

Module/Topics Sections of the module	Aim/Learning Objectives	Learning Outcomes	General Information about the module
<p><b>Module 1: Promoting a Whole School Approach</b></p> <p>1.1 Introduction</p> <p>1.2 What is a Whole school approach?</p> <p>1.3 Why use a Whole school approach?</p> <p>1.4 How to realise a Whole school approach?</p> <p>1.5 How can a Whole school approach help to integrate students with migrant backgrounds in European schools?</p>	<p>The aim of this module is to develop competencies of teachers and/or facilitators to implement a Whole school approach to integrate students with migrant backgrounds in European schools.</p> <p>The objectives of the module:</p> <ul style="list-style-type: none"> <li>- Define a Whole school approach</li> <li>- Identify the core elements of the Whole school approach</li> <li>- Discuss and analyse good practices of the Whole school approach</li> <li>- Identify the advantages and disadvantages of the Whole school approach</li> <li>- Discuss and analyse how to realise a Whole school approach</li> <li>- Evaluate how a Whole school approach can help to integrate students with migrant backgrounds in European schools</li> </ul>	<p>By the end of this module, learners will:</p> <ul style="list-style-type: none"> <li>- Know what a Whole school approach is</li> <li>- Understand the advantages and disadvantages of a Whole school approach</li> <li>- Be able to adopt a Whole school approach</li> <li>- Understand the reason why a Whole school approach can help to integrate students with migrant backgrounds in European schools</li> <li>- Be able to use the Whole school approach to integrate students with migrant backgrounds in European schools</li> </ul>	<p>Studies prove that the Whole school approach has positive effects on the learning outcomes across the school and that it will better support wider school improvement. Specifically for students with migrant backgrounds, it has been found that it is important to involve all relevant actors of the school community (e.g. teachers, school heads, other education professionals, parents and the local community) because it addresses migrant students' holistic needs and ensures students' continued progress.</p> <p>This module is therefore designed to teach educators and facilitators more about the Whole school approach, with particular emphasis on how to apply it themselves and how it can help to integrate students with migrant backgrounds in European schools. The first part of the module is designed to briefly introduce the subject. Then the following parts are structured in such a way that they each answer a question. By starting from a concrete question, it is always clear to the learner what the learning objective of each part of the module is. Thus, part 1.2 addresses the question 'What is a Whole school approach?'. This part defines the approach and discusses all its characteristics. Then, in the next part, the learners get an answer to the question 'Why use a Whole school approach?'. To answer this question, the advantages and disadvantages of this approach are listed. In part 1.4, they will receive an answer to the question 'How to realise a Whole school approach?' by learning more about the step-by-step plan for designing and implementing a Whole school approach. Finally, the last part of this module answers the most important question for our project, namely "How can a Whole school approach help to integrate students with a migrant</p>

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- Discuss and analyse how to use a Whole school approach to integrate students with migrant backgrounds in European schools

background in European schools?". Knowledge from previous parts is concretely linked in this section to the problem of integrating students with a migrant background in European Schools.

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### Content Description for IO1/ MODULE 2: Assessment of Students with Migrant Backgrounds

Module/Topics Sections of the module	Aim/Learning Objectives	Learning Outcomes	General Information about the module
<p><b>Module 2: Assessment of Students with Migrant Backgrounds</b></p> <p>2.1 Assessment of Students with Migrant Backgrounds</p> <p>2.1.1 Dominant assessment practices and their conceptual assumptions</p> <p>2.1.2 Pitfalls and possibilities for students with migrant backgrounds</p> <p>2.2 Design culturally responsive assessments</p> <p>2.2.1 Performance task-based assessment</p>	<p>The aim of this module is to deploy the teachers' cultural competences and awareness about the challenges that assessment practices pose for students with migrant backgrounds. It also aims to familiarise educators with conceptual tools and pedagogical strategies that provide the potential for culturally responsive assessments.</p> <p>The objectives of the module:</p> <ul style="list-style-type: none"> <li>- Ensure that teachers recognize their bias about equality issues</li> <li>- Ensure that teachers reflect on their practice and identify possible pitfalls for students</li> <li>- Consider assessment situations to stimulate students' participation</li> </ul>	<p>By the end of this module, learners will:</p> <ul style="list-style-type: none"> <li>- Be able to challenge their presumptions about equality in educational assessment practices</li> <li>- Be sensitive to the spectrum of varied cultural constraints experienced by students with migrant backgrounds in assessment contexts (language issues, cultural differences [e.g. perceptions about school, knowledge, ways of learning, ways of communication]).</li> <li>- Recognize the relationship between assessment and learning</li> <li>- To question ways of meeting students with migrant backgrounds educational and social needs</li> </ul>	<p>This Module is designed to raise educators' awareness about varied types of barriers and inequalities the dominant educational assessment practices pose to students with migrant backgrounds and to develop their professional competences to implement culturally responsive assessments. In the first part of the module, through reflective practices on their own experiences, educators are invited to consider possible pitfalls for students and respond to the ideological assumptions they sustain about school communication, competence, learning and assessment. In the second part, we discuss pedagogical approaches that exploit students' cultural diversity as a resource for learning and provide the potential for the implementation of culturally sensitive assessments.</p> <p>The module aims to provide important knowledge and skills that will potentially support teachers to</p>

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<p>2.2.2 Implementing policies of translanguaging and multimodality in communication</p> <p>2.2.3 Self and peer assessment</p>	<ul style="list-style-type: none"> <li>- Reflect on assessment- learning relationships</li> <li>- Develop educators' competences to design assessment tasks that relate to familiar situations and where students can respond using their previous knowledge and experiences.</li> <li>- Make teachers aware of the communicative and pedagogical potential of validating students with migrant backgrounds' linguistic resources and promoting translanguaging practices.</li> <li>- Ensure that teachers are able to exploit productively varied instantiations of multimodality and to design assessments for learning</li> <li>- Consider sharing responsibility with students themselves through formats of self and peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to design student-centered, culturally responsive assessments</li> <li>- Exploit students funds of knowledge (languages, ways to communicate, to acquire knowledge, etc.) in assessment practices</li> <li>- Be more adequate in interpreting students with migrant backgrounds performance in assessment contexts and provide effective feedback</li> </ul>	<p>reconsider their assessment theory and practice to meet the requirements of social justice principles. In this sense, it contributes to the educators' professional development for intercultural competence and culturally responsible assessment.</p>
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## DEVOTE OPEN ONLINE COURSE (OOC)

### Content Description for IO1/MODULE 3: National linguistic support

Module/Topics Sections of the module	Aim/Learning Objectives	Learning Outcomes	General Information about the module
<p><b>Module 3: National linguistic support</b></p> <p>3.1 Introduction</p> <p>3.2 Distinction between L2 (second language) for communication and L2 for study</p> <p>3.3 Map of the main barriers to access the language of the study and tools for needs analysis</p> <p>3.4 Didactic strategies to overcome difficulties</p> <p>3.5 Criticalities in the application of teaching strategies and proposals to overcome difficulties</p>	<p>The aim of the module lies in the possibility of increasing the awareness of teachers / facilitators both on the extent of the difficulties encountered by students with migrant backgrounds and on the tools available to schools and to teachers.</p> <p>The objectives of the chapters:</p> <p>3.1 Define the specificity of L2 for study</p> <p>3.2 Identify and analyze a repertoire of the main difficulties and their link with school failure and school dropout of students with a migrant background</p> <p>3.3 Know and analyze the main teaching strategies currently in use in schools</p> <p>3.4 Stimulate the creation of new</p>	<p>By the end of this module, learners will:</p> <ul style="list-style-type: none"> <li>- Have a greater awareness of their role</li> <li>- Have greater skills in defining personalized educational paths</li> <li>- They will test themselves through exercises in using tools to facilitate the learning of the disciplinary contents</li> <li>- They will develop a critical sense regarding tools available</li> <li>- They will have the opportunity to reflect on a less simplistic approach in dealing with the complexity of a multilingual class</li> </ul>	<p>The module starts with an important consideration: students with migrant backgrounds not only need to master the second language to communicate in everyday life, but they also need to speak the national language to access the disciplinary content. For this reason, the first paragraph was dedicated to defining the specificity of the L2 for study and its differentiation from L2 for communication. The module then proceeds by reviewing the main difficulties encountered by students in the school environment which, as it appears evident, are not only linguistic but relate to a lack of command of the language at a deeper level. These situations are often difficult to identify and remain submerged, and are often classified as generic disengagement. The transition from basic competence to the more complex and elaborate one is not so immediate and natural and cannot be delegated to language teachers alone, but must be shared with teachers of all disciplines. This step requires a series of possible didactic actions. In fact, the following paragraph analyzes some techniques to facilitate the access of students with migrant backgrounds to the disciplinary contents, such as simplification, drafting of highly readable texts, and textual facilitation.</p> <p>Since these techniques are the subject of debate, in paragraph 3.5 some critical issues in the use of these strategies are examined,</p>

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tools for the analysis of students' school needs and experiences and the creation of new models for more motivating school pathways

which would make them difficult to apply. Specifically, two dichotomous positions are outlined concerning facilitation techniques: on one hand those who consider it the only way to guarantee students the understanding of written texts, on the other those who would instead orient the facilitation activity on the reader without manipulating the text. It then concludes by imagining conciliatory and practicable proposals bearing in mind that the objective of disseminating a culture of attention to the difficulties related to the language of study in schools and among teachers must somehow translate into an organizational didactic, aimed at creating the spaces and tools to concretely intervene on the difficulties widely described.

## DEVOTE OPEN ONLINE COURSE (OOC)

### Content Description for IO1/ MODULE 4: Parental Involvement

Module/ Topics Sections of the module	Aim/ Learning Objectives	Learning Outcomes	General Information about the module
<p><b>Module 4: Parental Involvement</b></p> <p>4.1 Introduction</p> <p>4.2 Parental engagement, involvement or partnership – discussion of some main concepts</p> <p>4.3 Types of parents' Involvement: Active vs. Passive Parents</p> <p>4.4 Children's age and parental involvement</p> <p>4.5 Identifying barriers to parental involvement among migrant families</p> <p>4.6 Effective engagement strategies</p> <p>4.7 School-based approach of parental involvement</p> <p>4.8 Home-based approach of parental involvement</p> <p>4.9 Case Studies in FR,TR,BE and SL</p>	<p>The aim of this module is to develop competences of teachers to identify the practices of teachers and school administrators which support parent participation in their children's schooling.</p> <p>The objectives of the module:</p> <ul style="list-style-type: none"> <li>- Analyze patterns of migrant parental involvement, parental networking, and barriers in parental involvement and empowerment at case study schools in 5 partner countries</li> <li>- Identify practical tools and good practices for migrant parental involvement and empowerment in order to enable schools to improve their strategies for migrant parental involvement;</li> <li>- Developing online tools to enable migrant parents to easily access information about school and education systems in EU countries and to network and exchange information among each other.</li> </ul>	<p>By the end of this module, learners will:</p> <ul style="list-style-type: none"> <li>- Identify the needs of migrant parents in supporting the educational inclusion of their children.</li> <li>- Map good practices of schools across Europe on supporting the engagement of migrant parents in the education of their children and in the school life.</li> <li>- Acquire perspectives with regard to the quality and level of involvement of migrant parents in the life of the school and the views of both, parents and school staff, with regard to the challenges</li> <li>- Have a raised ability to implement opportunities that exist for the improvement of parents' engagement in the education of their children.</li> </ul>	<p>There is always a need to encourage parents to become more involved in school activities.</p> <p>This module is designed to provide teachers and schools with a range of practical strategies to assist in the process of engaging migrant and refugee families and creating a culturally inclusive school environment to encourage educational success of students with migrant backgrounds. Various theories and terms are used in describing how parents can be involved in school education of their children. The module also includes important knowledge in order to sustain parent and carer involvement, identify the strengths and skills of participating parents/carers and create opportunities for them to use these skills on an ongoing basis in your school. To encourage the participants several case studies in FR, BE, SL, GR and TR has been presented.</p>

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### Content Description for IO1/MODULE 5: Psychosocial support

Module/ Topics Sections of the module	Aim/ Learning Objectives	Learning Outcomes	General Information about the module
<p><b>Module 5: Psycho-social support</b></p> <p>5.1 Consulting</p> <p>5.2 Sense of self-control, autonomy</p> <p>5.3 Psycho-social informing</p> <p>5.4 Strengthen support/community</p> <p>5.5 Cultural mediator</p>	<p>Changes such as leaving the place of birth or migration made by any other causes can cause health and emotional health problems. Stress experienced during these changes can cause grief, fear, anxiety and hopelessness that sometimes immobilizes immigrants. These changes can increase the risk of suffering from depression and posttraumatic stress disorder, which can weaken the ability of individuals to take care of themselves.</p> <p>The objectives of the module:</p> <ul style="list-style-type: none"> <li>- Ensure that teacher learn how to provide adequate psychosocial support</li> <li>- Ensure that teachers learn how to create safe place for communication</li> <li>- Ensure that teachers are able to provide enough information about community help</li> </ul>	<p>By the end of this module, teachers will be able to:</p> <ul style="list-style-type: none"> <li>- Work on creating sense of safety in a class or individually</li> <li>- Will learn techniques how to prevent distress or deepening trauma</li> <li>- Work on creating connection in a group or individually</li> <li>- Work on creating a sense of belonging</li> <li>- Help empowering their student or beneficiaries</li> </ul>	<p>This module has been designed to help teachers to improve functional ability and emotional support. This module shows how important it is to work psychosocial support and building relationships and a safe environment for users. This has been introduced through empowerment and community building to pass the knowledge, skills and support onto new users, building positive role models and cultural mediators. This way participants will be encouraged to work and progress, have the sense of self control, regain new information and skills, as well as being supported in the environment where they currently live. This module helps teachers to gain new knowledge to support and empower, teach functional ability after changes their student or beneficiaries went through. This means that students after this training will be able to seek for opportunities and decide for their own future.</p>

	<ul style="list-style-type: none"> <li>- Ensure that teachers are also skilled to provide right education/training on psychosocial support</li> <li>- Consulting, listening to needs and making individual plan based on capacities</li> </ul>		
<p><u>Chapter 5.1:</u> Consulting</p>	<ul style="list-style-type: none"> <li>- assisting</li> <li>- mentoring</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will be able to provide consulting hours where their student/ beneficiaries will be able to express their needs</li> <li>- Teachers will learn how to work on creating supportive connection for their students/ beneficiaries to communicate openly to ask for help</li> <li>- Teachers will learn how to create an individual plan for their students/ beneficiaries</li> </ul>	<p>It is very important to provide consulting or a first interview. This way teachers will be able to meet their students and the work they do. When this relationship is made it is very important to check the student's needs and capacities to make sure, which way they can help. Teachers will be equipped to create a supportive, open and safe environment for their students or beneficiaries by: being available, connecting with their experience, building a classroom culture, and putting themselves in their shoes. This begins by ensuring that all students feel safe and surrounded by a school community that values student diversity, differences, voice, and takes into consideration their need for security.</p>

<p><u>Chapter 5.2:</u> Sense of self-control, autonomy</p>	<ul style="list-style-type: none"> <li>- self respect</li> <li>- dignity</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers will help their students to keep their sense of dignity</li> <li>-Teachers will be able to create and provide equal treatment in their classrooms or working space for all student or beneficiaries</li> </ul>	<p>When arriving in a new country or going through certain changes, a person can feel lack of control. This mostly means that they need support in making important decisions on how things should be done according to their situation and needs.</p> <p>Working on creating a sense of dignity means addressing their problems as individuals, which means each person's situation is different.</p> <p>Disrespect for dignity creates dissatisfaction and fear.</p> <p>Students with migrant backgrounds sometimes feel that teachers and administrators have high expectations of their educational success.</p> <p>Teachers can help students to effectively communicate and follow the school curriculum. Teachers will also help students and their parents to fit into the learning process.</p>
<p><u>Chapter 5.3:</u> Psycho-social informing</p>	<ul style="list-style-type: none"> <li>- informing</li> <li>- support</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers will learn how to help students to take care of their mental health</li> <li>-Teachers will learn how to help students to take care of their well-being</li> </ul>	<p>In case of migrant newcomers, the process of gaining documentation is not always so simply bureaucratically regulated, which means that they are subject to frequent bureaucratic calls and additional inspections. These changes can sometimes be reflected in anxious reactions and fear. That is why it is very necessary for teachers to have up-to- date information about bureaucratic changes. Proper information builds even more stable relationships and trust. However, students are at the higher risk of facing mental health challenges due to these uncertainties. It is very important that teachers talk openly with their students about conditions such as insomnia, loss of appetite, depression, anxiety and let them understand that they are not alone. In such moments, it is very important to introduce social and mental health care workshops. The support of not only professionals but also of the community helps the person to regain motivation and a sense of control over their life.</p>

<p><u>Chapter 5.4:</u>          Strengthen support/          community</p>	<ul style="list-style-type: none"> <li>- public-private partnerships and a whole-family approach</li> <li>- immigrant parents' aspirations for their children</li> <li>- mobility of immigrants</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will learn how to organize and manage different workshops</li> <li>- Teachers will learn how to work on developing social skills of parents and of their students</li> <li>- Teachers will be skilled to provide orientation workshops for parents to know better institution, schools, stakeholders</li> </ul>	<p>The support that migrants receive sometimes comes from the local community itself, but indirectly, often from charitable organizations or individuals who provide assistance. Assistance is also often provided by people who have gone through the migration process on their own. That is why teachers and educators are in close connection with non-government organizations who run programs for social integration. Organizations mostly have a whole family approach. Close connection of teachers/educators, social workers and youth workers is one of the most important factors for the whole family approach. Cross-sector communication will also help teachers to learn new ways of non-formal education and different methods that organizations use to work in that field. It is very important that the whole family is involved, children will of course grow up in a slightly different system than their parents because they will be constantly involved in the school program, so it is very important to have parental support, preserve their traditional principles and support the integration process of both generations.</p>
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<p><u>Chapter 5.5:</u> Cultural mediator</p>	<ul style="list-style-type: none"> <li>- cross-linking</li> <li>- understanding</li> <li>- break barriers</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will learn basics of cultural mediation or facilitation when conflict happens</li> <li>- Teachers will learn how to correctly provide information</li> <li>- Teachers will work on promoting cross-cultural exchanges</li> </ul>	<p>Cultural mediation refers to the process of cross-linking the cultural and social spheres, and the building of new relationships between policy, culture and public space. Cultural mediators help:</p> <ol style="list-style-type: none"> <li>1. Collaborate in the development of attitudes, conducts and social changes that reject cultural discrimination and develop positive relationships between cultures.</li> <li>2. Promote intercultural programs including different cultures to make understanding and dialogue between them easier.</li> <li>3. The mediation that learners can offer may be at a simple level, such as showing someone the way, explaining what a word or name means, answering questions about customs or aspects of daily life, culture or religion that they are not familiar with, and so on. Learning how to seek and offer mediation assistance will raise students with migrant backgrounds' awareness of the language that is used for mediation purposes and develop their mediation strategies. It may also improve their general confidence as participants in the host society and raise their self-esteem. Mediation can transmit positive messages in favor of multicultural cohabitation and diversity. Due to their special situation, migrants of all ages, but especially adult migrants, are likely to need support in the form of linguistic and cultural mediation from their interlocutors in the host society, including from people who have been through the migration experience themselves, or from fellow migrants who have a shared language and are now less affected by the given issues, and of course from volunteers who work with migrants. Such mediation can be provided through formal channels or informally.</li> </ol>
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### Content Description for IO1/ MODULE 6: Best practices in Intercultural Education

Module/Topics Sections of the module	Aim/ Learning Objectives	Learning Outcomes	General Information about the module
<p><b>Module 6: Best practices in Intercultural Education</b></p> <p>6.1 Introduction to the module (Structure, aims and expected outcomes of the module) and definition of Intercultural Education</p> <p>6.2 Best practices in Intercultural Education</p> <p>    6.2.1 Language Biographies Methodology</p> <p>    6.2.2 Artistic practices in language learning</p> <p>    6.2.3 “Teaching through identity texts” methodology</p> <p>    6.2.4 Story Circles</p> <p>    6.2.5 KWL Charts</p>	<p>The aim of this module is to develop competences of Adult educators and facilitators to be <u>active actors of integration</u>.</p> <p>The objectives of the module:</p> <ul style="list-style-type: none"> <li>- to share a set of effective and inclusive practices that can be used for education in intercultural settings;</li> <li>- to capitalise already existing experiences of intercultural education;</li> <li>- to share some practical tools that give value and importance to cultural differences;</li> <li>- to share practices to transform educational contexts in an exchange</li> </ul>	<p>By the end of this module, learners will:</p> <ul style="list-style-type: none"> <li>- Have a range of practices that can be used for their teaching activities in intercultural settings;</li> <li>- Cultivate the competences and knowledge to be active actors of integration;</li> <li>- Have a set of advices and experiences that can be combined or adapted, in order to fit the needs and claims of their students;</li> <li>- Be aware of the relevance and importance that</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Chapter 6.1</b> of the module (<i>Introduction to the module and definition of Intercultural Education</i>) has been designed to give an overview of the section, explaining the methodology, objectives and activities that are going to be shared. A definition of Intercultural Education will be also outlined.</li> <li>- <b>Chapter 6.2</b> of the module (<i>Best practices in Intercultural Education</i>) has been designed to gather and share the best practices in Intercultural Education. This part will be divided in 6 sections, each of which will provide a detailed description of a good practice, with all the appropriate references, material and links. <ul style="list-style-type: none"> <li>- <b>Section 6.2.1</b> of the module (<i>Language Biographies Methodology</i>) will outline the practice of Language Biographies, which are a biographical account in which the narrator makes the language(s) that they learned, practiced, encountered, the topic of his/her narrative. In this activity the narrator focuses particularly on how the language was acquired and how it was used. This practice facilitates the learner’s involvement in planning, reflecting upon and assessing his/her learning process and progress; it promotes plurilingualism and intercultural awareness; and it encourages the learner to state what they can do in each language and to include information on linguistic, cultural and learning experiences gained in and outside formal educational contexts (<a href="https://www.coe.int/en/web/portfolio/the-language-biography">https://www.coe.int/en/web/portfolio/the-language-biography</a>).</li> <li>- <b>Section 6.2.2</b> (<i>Artistic practices in language learning</i>) will be strictly linked to the previous one, since Language Biographies can be drafted in a written format or, more creatively, through art (drawing, music, theatre). This Section will rely on the fruitful work shared by the Goethe Institut (<a href="https://www.goethe.de/ins/fr/lp/prj/clb/enindex.htm">https://www.goethe.de/ins/fr/lp/prj/clb/enindex.htm</a>) and it will focus on the use of theatre as a practice for language learning</li> </ul> </li> </ul>

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<p>6.2.6 Welcoming Committee</p> <p>6.3 The next best practice is yours!</p>	<p>opportunity, where students and their differences are put at its heart;</p> <ul style="list-style-type: none"> <li>- to share practices that turns the student (and his story) into an active actor of the learning-teaching process;</li> <li>- to highlight the factors of success of these best practices in order to support teachers to create new activities directed to the aim of the project.</li> </ul>	<p>students play in the educational process;</p> <ul style="list-style-type: none"> <li>- Have the competences to successfully exploit cultural differences as a learning-teaching tool</li> <li>- Be able to create new educational activities having a positive impact on the integration of students with migrant backgrounds.</li> </ul>	<p>(<a href="https://www.goethe.de/ins/fr/lp/prj/clb/unt/the/ein/enindex.htm">https://www.goethe.de/ins/fr/lp/prj/clb/unt/the/ein/enindex.htm</a>). The most relevant feature of this practice is that the core of the theatre play is the students' life, background, questionings, and curiosities. It is an innovative way to create a bond between their life and what they are learning</p> <ul style="list-style-type: none"> <li>- <b>Section 6.2.3</b> (<i>Teaching through identity texts</i>) will expose a practice where students create visual, written, oral or multimodal texts, monologically or interactively (e.g. in simulations), in order to express meanings related to their personal experiences. The section will rely on Cummins &amp; Early's (2011) work –" <i>Identity texts: The collaborative creation of power in multilingual schools</i>".</li> <li>- <b>Section 6.2.4</b> (<i>Story Circles</i>) will outline the advantages of using Story Circles in Intercultural Education. This practice helps participants practice key aspects of intercultural competences. The use of personal stories favours connection and deep and meaningful engagement. This section will rely on UNESCO's work. <a href="https://en.unesco.org/themes/intercultural-dialogue/competencies">https://en.unesco.org/themes/intercultural-dialogue/competencies</a></li> <li>- <b>Section 6.2.5</b> (<i>KWL Charts</i>) explains how the use of graphic organisers promotes intercultural awareness. Students may highlight phrases, words, and questions in multiple languages to share what they knew about a particular topic even if they have not yet developed the skills to express themselves independently (see p.16 of DEVOTE Publication &amp; <a href="https://www.paesic.eu/">https://www.paesic.eu/</a>).</li> <li>- <b>Section 6.2.6</b> (<i>Welcoming Committee</i>) outlines a practice where students play the leading role. These student-led and teacher-guided spaces consist in planning and staging community building events between local and newcomer students (see p.16-17 of DEVOTE Publication).</li> <li>- <b>Chapter 6.3</b> (<i>The next best practice is yours!</i>) seeks to highlight the factors of success of the presented best practices, in order to isolate the necessary ingredients to create an educational activity aimed to enhance the integration of students with migrant backgrounds.</li> </ul>
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