

Integrating Migrant Children in Education

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- Tony Burner
 - Christian Carlsen
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- English as a second/foreign language
 - Multilingualism, diversity, and intercultural education



The OpenEYE Project (2019-2022)



Target group

- educators and children in primary education (age 6-12)

Aims

- Charting needs of educators working with newly arrived migrant children
- Developing a toolkit with concrete teaching resources that foster social integration and linguistic development

Key Pedagogical Principles

- Culture and art-based approaches support inclusion, curiosity about culture(s), language development
- Developing intercultural competence
- Multilingual teaching and learning
- Student-centred approaches
- Inclusive education



Action Learning

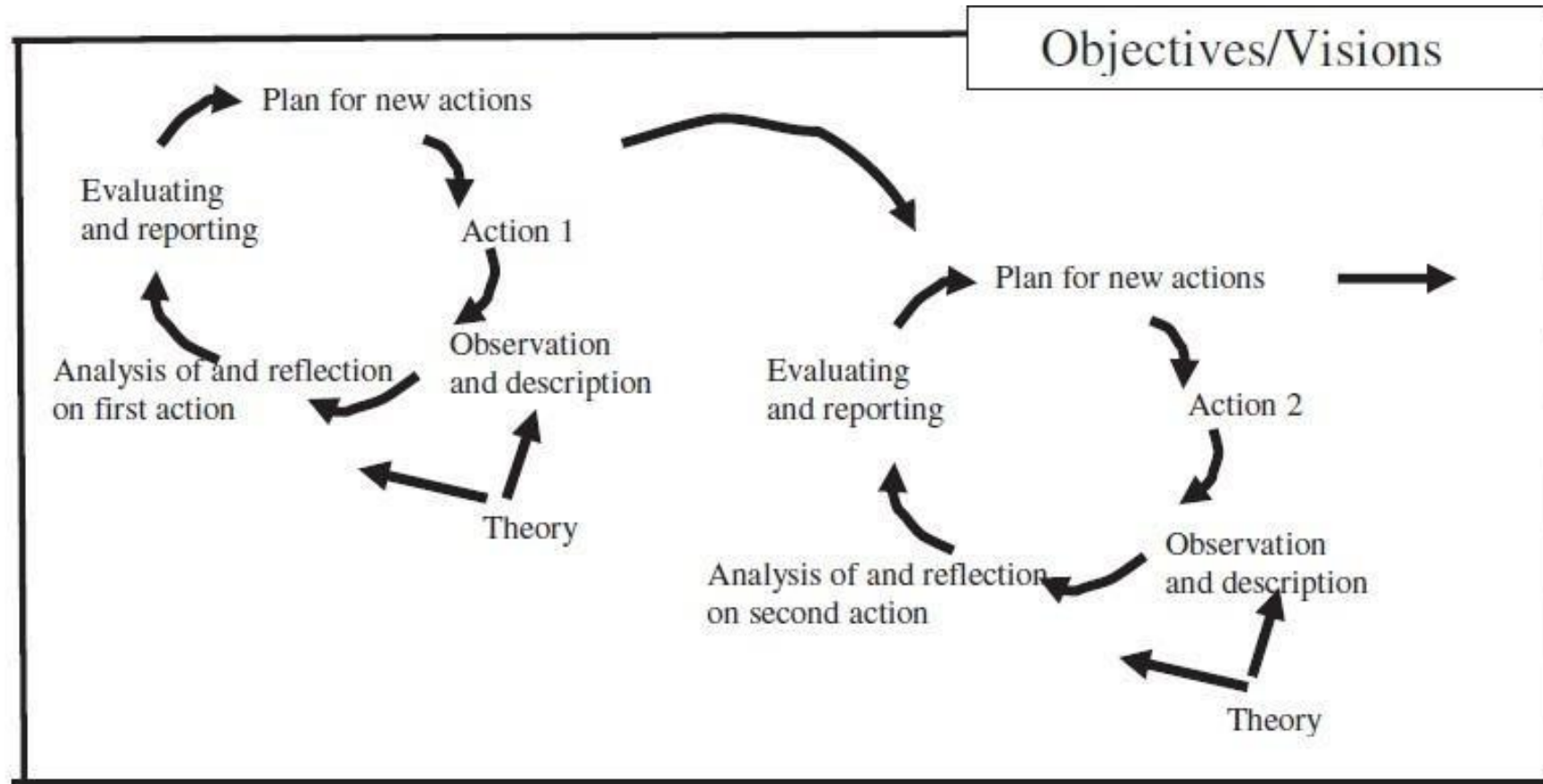


Figure 1. Learning cycle inspired by Carr and Kemmis (1986), Korthagen (1985) and Zuber-Skerritt (1992).



OpenEYE Training Event, Slovenia September 2021



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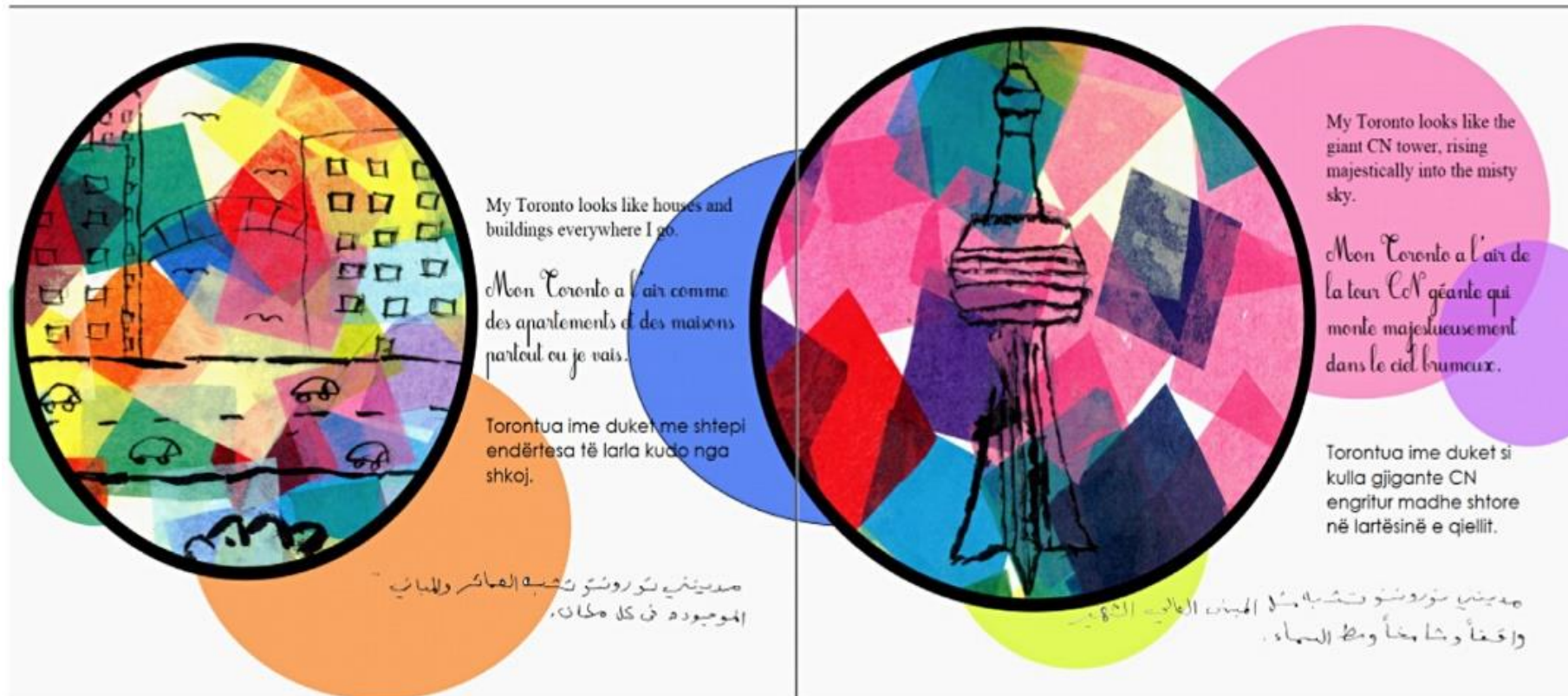


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Art-Based Approaches



Language Portraits



Identity Texts

Prasad, 2016



Drawing Cultural Values

Multilingualism: Research Perspectives

- Children should be encouraged to use their language repertoire when learning a new language
- Theory vs practice
- Students' mother tongues often seen as obstacle to language learning
 - «you have to learn one language at a time»
- Lack of training
- Lack of suitable resources

- Burner, T., & Carlsen, C. (2017). English instruction in introductory classes in Norway. In Kverndokken, K, Askeland, N. & Siljan, H. H. (eds.), *Kvalitet og kreativitet i undervisningen – ulike perspektiver på undervisning* (pp. 193-208). Fagbokforlaget.
- Burner, T. & Carlsen, C. (2022). [Teacher qualifications, perceptions and practices concerning multilingualism at a school for newly arrived students in Norway](#). *International Journal of Multilingualism*. Published online 2019.



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Ways to Work with Communicative Skills

- Theoretical and Practical Approaches
in the English Classroom

Tony Burner
Christian Carlsen
Kåre Kverndokken (Eds.)



FAGBOKFORLAGET

Intercultural Competence

Norwegian curriculum (2020):

The subject [English] should contribute to develop students' understanding that their world view is dependent on their cultural standpoint. This can facilitate new ways of interpreting the world, contribute to spark curiosity and engagement, and help to counteract prejudices.

Burner, T., & Biseth, H. (2016). [A critical analysis of an innovative approach: A case of diversity in Norwegian education](#). *SAGE Open. Special issue on student diversity*, 1-11.

Burner, T., Skjelbred, T., & Aamaas, Å. (2018). [Critical perspectives on perceptions and practices of diversity in education](#). *Nordic Journal of Comparative and International Education*, 2(1), 3-15.

Burner, T. and Osler, A. (2021). [Language, citizenship and schooling: A minority teacher's perspective](#). *London Review of Education*, 19(1), 7, 1-14.

How do Educators Work with Diversity?

- EU (2015)
- «Competence for Diversity» (2013-2018)



**Language teaching and learning
in multilingual classrooms**



Looking Back and Forward

<https://erasmusopeneye.eu/>