

# Multiculturalism – Teacher's Role in the Integration Process of Immigrant Children

*„We can't teach what we don't know“*

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# This is me 😊

- Immigrant;
- Teacher;
- Researcher;



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# Thursday, 22. 2. 2018

- “Icebreaker and getting to know us” – a game that can be used in the classroom as a tool of concentration and dialogue.
- Multiculturalism, interculturalism, integration/ inclusion, multicultural/ intercultural education.
- “TOP 10“ when helping immigrant child to involve in your classroom.
- Language learning methods (TPR, Storyteling). 
- Planning my “Multicultural/ Intercultural lesson“.
- Sport, food, history, as tool (advantages and traps).

Find your pair. Ask your pair questions below. **You should not write down anything.** Remember as much as you can, do not ask questions, do not comment. Then present your partner.

- What's your name and surname?
- Where do you come from?
- What are your hobbies?
- What/ who makes you happy/ laugh?
- What is your favorite city you have visited?
- What is your favorite food and drink?
- What is your biggest fear?
- How would you describe your friends?

# INTEGRATION?



# INCLUSION vs. INTEGRATION

*in pedagogics*



# Why do we need INTERCULTURAL EDUCATION?

- a) Welcoming an immigrant;
- b) Different cultures –MULTICULTURAL CLASSROOM? Practice intercultural education (dialogue).

# „TOP 10“ – *intro video*

## How to Create a Welcoming Classroom Environment?



Your learners come from a culture with traditions and family values that differ from mainstream culture.

1

LEARN NAMES

2

OFFER ONE-ON-ONE  
ASSISTANCE WHEN  
POSSIBLE



# 1. LEARN NAMES

- Name is something students bring with themselves and **strong part of identity.**
- Accent: Ivana
- New name: Mirnes but you can call me Mirko
- Respect to the given names.

## 2. ONE-TO-ONE ASSISTANCE

- A teacher who speaks a language;
- After school care (connect with NGOs);

## 3. INTERPRETER

- If possible;
- VOLOONTEERS - NGOS – associations, parents, schoolmates;

## 4. and 5. VISUAL DAILY SCHEDULE AND BOTH LANGUAGES LABELS

- Sometimes school life differs from one in country of origin;
- To feel safe – they can predict what follows;
- Gym, computer room, walks are not common in every system.
- Learn couple of phrases;
- Get some books for the library;

## 6. INVITE DIFFERENT CULTURES IN THE CLASSROOM AND USE MATERIALS THAT RELATE TO DIFFERENT CULTURE

- Before an immigrant student enters the classroom – students need to feel that being intercultural matters;
- Intercultural education is for all;
- Introducing different culture in a positive manner;

# 7. USE LEARNING MATERIALS RELATING TO OTHER CULTURES, DIFFERENT STRATEGIES

- Fruits „for counting“; Historical figures;
  - Learning types (VAK); Gardner;
  - TPR, Communication, Books, [Storytelling...](#);
- 
- Students are still smart, they just don't have the language;
  - Honour the knowledge they have.
  - Be patient with the language acquisition.

# 8. Non-threatening manner - THINK ABOUT BACKGROUND



- **Refugees – special group** - Children and parents witnessing death, killing, cutting heads, surviving such a life-threatening journey to Europe. On their way they cold, life in mud, especially insecurity;
- **Most enter the class with fear, anxiety** (new country, new house, new friends);
- **Some often take on the obligation to care for the young, helping the mother;**
- **Some miss home very much** (cultural schok and speaking barrier);
- **Teacher as a protective factor!**

## 9. AND 10. ASSIGN A PEER AND HELP FOLLOW ESTABLISHED RULES



- A– A „buddy“ for a day or a week (how to use the loker, find classrooms, open books, homework habbits etc.);
- Visual support, motivation, eye contact, MT word;



# INTERCULTURAL EDUCATION

- Mother tongue;
- For all;
- Dialogue and interaction;
- etc.

But also...

# Lesson example 3

- S: Teacher, I do not understand what is all of this with the rabbits and eggs? I see no connection!

# Lesson example 2

- S1: You, Albanian!!!
- S2: Teacher, S1 called Arton Albanian!
- T: ?

# Lesson example 1

- T: Today we will talk about special days. What did you do yesterday?
- S: Yesterday we ate duck, potatoes and red cabbage". We celebrated a holiday!
- T: Very good, Simon! Who else had a similar weekend?
- S: *Many students response „me“.*
- T: Well done, yes it was a holiday. Today we will speak about holidays...

# Lesson example 4

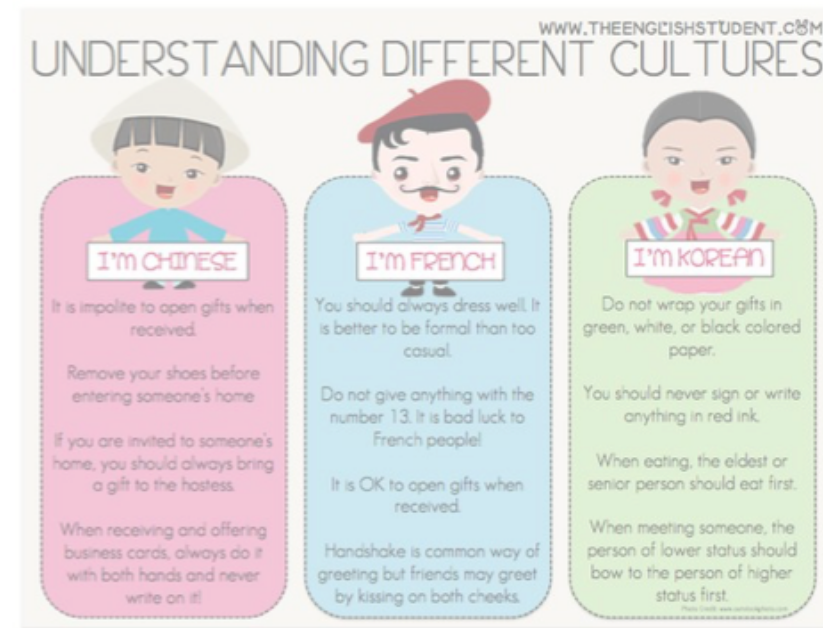
- T1: We changed our Christmas-New year fair into New year fair. We want our events to be appropriate for all our students.
- T2: Yes, that makes us very intercultural.

# Group work

1. Think about a common topic used in most of countries (seasons of the year, national symbols, healthy food).
2. Plan a lesson and write down the „intercultural moments“ that need to be considered.
3. Subject and grade is a subject of group decision.

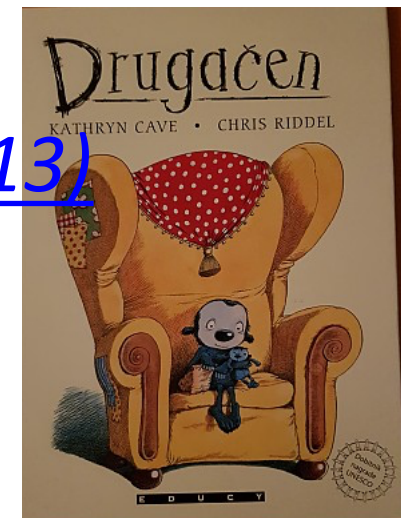
# Try with questions:

- WHAT IS GOOD OR BAD IN OTHER COUNTRIES?
- HOW THE FAMILIES ARE STRUCTURED?
- WHAT ARE THE COMMON THINGS, HABBITTS?
- WHAT IS THE RELATIONSHIP BETWEEN MAN AND A WOMAN?
- HOW DO WE PERCEIVE TIME, HOLIDAYS?
- WHICH RULES DEFINE FOOD AND DRINK USAGE?
- WHO HAS POWER AND HOW IT WAS FORMED?
- WHAT IS FUNNY?
- WHAT IS THE POWER OF RELIGION?
- WHICH VALUES MATTER?



# Sport, food, history, as tool (advantages and traps).

- Convergent or divergent;
- Knowledge to interpret (Christmas);
- A tool for communication, encounters (but not something intercultural itself);
- A story: Something Else;
- Remember the titans (2000);
- [\*Mandela: Long Walk to Freedom \(2013\)\*](#)
- *We can't teach what we don't know.*





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Thank you!

Feel free to contact me:

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