

# Best Practices, School-Wide and Classroom, for Migrant Inclusion

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## Our Goals Today

- To *Introduce* topics and issues in working with migrant learners in Greece
- To inspire deeper conversations to come
- To provide resources for working with migrants in schools
- To address four big questions:
  1. Who are our migrant learners?
  2. What do newcomers need?
  3. How can we teach them effectively?
  4. What other resources do we have or need?

## 1. Who are our learners?

### About learners in Greece

- 60,000 (?) refugees in Greece (IRC)
- About half of them school-age children.
- 3510 unaccompanied students in July, 2018
- Students have interruptions to education averaging 18 months
- Many migrants have no education at all; some highly educated in other languages.
- Most are fleeing danger from Afghanistan, Iraq, and Syria, and other countries

### About our Learners in the US/Georgia

- From war-torn countries in Asia, Africa, the Middle East
- Many with interrupted education or no education
- Experiences of trauma and hardship
- Many speak multiple languages
- 700,000 in US; 30,000 refugees in Georgia the past 10 years
- Many additional undocumented immigrants are in schools; many non-English speakers.

### All of Our Learners

- Are diverse in culture
- Are diverse in educational background
- Have many linguistic, cultural, and experiential resources
- Are likely to have experienced trauma

## 2. What Do Our Learners Need?

- Safety
- Cultural relevance
- Effective, appropriate Instruction

### **Making Learners feel Welcome and Safe**

- Attention to Culture: New Culture of School
- Attention to Culture: Cultural Riches Students Bring
- Attention to Likely History of Trauma

## 3. How can we best provide quality language instruction for newcomers?

### **Models for Teaching Newcomers**

<b>Models for Teaching Newcomers</b>	
<b>Models using Target Language</b>	<b>Bilingual Models</b>
<b>L2 Pullout</b>	<b>Transitional Bilingual – Early Exit</b>
<b>L2 Class Period</b>	<b>Developmental Bilingual - Late Exit</b>
<b>L2 Content-Based</b>	<b>One-Way Dual Language</b>
<b>High-Intensity Newcomer Program</b>	<b>Two-Way Dual Language</b>

1

### **Our Model at the Global Village Project**

- Special-purpose middle school (grades 6-8) for girls with interrupted education
- Strengths-based
- Content-based STEAM Program (*Science, Technology, Engineering, Arts, and Mathematics*)
- Social-Emotional Focus
- Mentoring

### **Models at the DeKalb International Student Center**

- Sheltered, content-based
- High-intensity newcomer program
- 6 weeks-2 years in school, depending upon previous education and age
- Students from many home schools bussed to the location

### **Models at Local DeKalb County Schools**

- Sheltered classes
- Pull-Out
- Push-in
- Integrated classrooms
- Most teachers have training
- ESOL advocates are provided to address challenges students face

### **Instructional Principles**

- Know your learners
- Start where learners are
- Provide comprehensible language
- Scaffold learning, gradually increasing learners' responsibility
- Make learning active and interactive

### **Strategies for Teaching Newcomers**

#### **Strategies for Teaching English Language, Literature, and Content.**

by Mary Lou McCloskey, Janet Orr, Lydia Stack, and Gabriela Kleckova (Wayzgoose Press, 2018).

#### **I. Strategies for New Learners of English 7**

1. Adapting Oral Language to Increase Comprehension **8**
2. Culturally Responsive Instruction **10**
3. Total Physical Response **12**
4. Chants, Songs, Poetry, and Raps **14**
5. Language Frames **16**
6. Guided Reading **18**
7. Shared Reading **19**
8. Shared Writing **20**
9. Language Experience Approach **21**
10. Vocabulary Introduction and Practice for Newcomers **22**
11. Dipsticking: Checking Comprehension for All Learners Frequently **24**

## Differentiating in the Multi-level Classroom

- Language use
- Content offered to students
  - Language and literacy levels, cognitive challenge...
- Process of using content (including levels of scaffolding)
- Products expected from students

### 4. What additional resources can we employ?

- Integration of content and the arts
- Well-Planned use of Volunteers
- Mentors
- Online and Published Resources: **[www.mlmcc.com](http://www.mlmcc.com)**