

Severiens, S. (2014). Fortaleciendo la capacidad profesional para mejorar la escolarización del alumnado inmigrante. Una reflexión sobre las actividades de la red Sirius. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 17 (2), 45-57.

DOI: <http://dx.doi.org/10.6018/reifop.17.2.197541>

Fortaleciendo la capacidad profesional para mejorar la escolarización del alumnado inmigrante. Una reflexión sobre las actividades de la red Sirius *

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Resumen

Este documento describe las actividades en el área de la capacidad profesional llevada a cabo por la Red Europea Sirius en la Educación y la Migración. El artículo analiza mediante encuesta el estado de la técnica, tres revisiones por pares y una reunión de un día con los responsables políticos. Los resultados de estas actividades se describen y se combinan con una visión general de la literatura de investigación sobre la capacidad profesional de las escuelas urbanas. Cinco recomendaciones se dan sobre la base de esta comparación: el desarrollo de comunidades de aprendizaje profesional, mejorar el ambiente de enseñanza y aprendizaje con un enfoque en la diversidad, aumentar la experiencia en el tratamiento de la diversidad lingüística, y organizar "escuelas abiertas" con las relaciones de buena calidad con los padres y las comunidades. Es de esperar que la aplicación de estas cinco recomendaciones, adaptadas a su contexto nacional, mejorará la posición de la educación de los niños de origen inmigrante.

Palabras clave

Comunidades de aprendizaje; diversidad lingüística; escuelas abiertas; niños migrantes.

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*This paper is an adaptation the Final report with recommendations (see Severiens, 2013, www.sirius-migrationeducation.org)

Building Professional Capacity Aiming to Improve the Educational Position of Migrant Children. A reflection on the Sirius network activities*

Abstract

This paper describes the activities in the area of professional capacity conducted by the European network Sirius on education and migration. The activities include a survey on the state of the art, three peer reviews and a one-day meeting for policy makers. The results of these activities are described and combined with an overview of the research literature on professional capacity in urban schools. Five recommendations are given on the basis of this comparison: develop professional learning communities, improve the teaching and learning environment with a focus on diversity, increase expertise in dealing with language diversity, and organize “open schools” with good quality relationships with parents and communities. It can be expected that the implementation of these five recommendations, adapted to their national context, will improve the educational position of children from a migrant background.

Key words

Learning communities; language diversity; open schools; migrant children.

Introducción

Sirius started in the beginning of 2012 as a network of 13 countries. The main aim of Sirius is to contribute to closing the achievement gap between students from native and migrant backgrounds. Among the migrant students, average dropout rates are higher, migrant students are over-represented in lower educational tracks and they show lower PISA scores in mathematics, science and language (Sirius position paper, 2013). Sirius intends to develop “a powerful professional learning community across Europe to transform the education for children and youngsters from migrant background in the EU” (p. 11, Sirius position paper, 2013).

The current paper describes the activities conducted by the Sirius network in the area of professional capacity. Professional capacity of schools refers to the quality of teachers as well as the school leader and other school staff. The definition of Bender Sebring, Allensworth, Bryk, Easton and Luppescu (2006) who view professional capacity as one of the fundamentals of school improvement reads as follows:

“Professional capacity encompasses the quality of the faculty and staff recruited and maintained in a school, their base beliefs and values about responsibility for change, the quality of ongoing professional development focused on local improvement efforts, and the capacity of a staff to work together as a cohesive professional community focused on the core problems of improving teaching and learning.” (Bender Sebring et al, 2006, p. 12).

In the remainder of this paper, the Sirius activities and their results will be described. On the basis of a combination with an overview of the research literature, a set of conclusions are drawn and the main recommendations are given.

Sirius activities

In the years 2012 and 2013, the Sirius network conducted a survey on the state of the art regarding professional capacity building, three peer reviews and a one-day meeting for policy makers on the topic of professional capital. Each of these three activities will be described below.

Survey

A survey was conducted among the Sirius network countries intending to answer the following question:

“What are policy measures and policy plans that aim to strengthen the professional capacity of schools concerning the educational position of children with a migrant background?”

Method: In June 2012 a questionnaire was sent to all the national coordinators of the network. By September 2012, the national coordinators of Austria, Belgium, Croatia, Estonia, Germany, Greece, Latvia, Lithuania, Romania and The Netherlands completed the questionnaire. The survey distinguished between five different topics: 1) policies directly aiming at capacity building among teachers, 2) capacity building among parents and school-community relationships, 3) capacity building among school leaders, 4) policy programs that have multifocal points and 5) policies aiming to increase and strengthen the migrant teaching force.

Results: The results showed that most policies focus on the teachers (more specifically on second language learning) and the teaching and learning environment. Much less attention is paid to capacity building among school leaders or among parents and school-community relationships.

It seems that most countries agree that proficiency in the language of instruction is conditional to being successful in school. Some activities on increasing capacity in teaching a second language are organized during initial teacher training, but more are in-service courses or professional training modules. Relatively innovative (or unique) seem to be the attempts at combining second language and mother tongue learning and the introduction of content and language integrated learning.

Most policies that focus on the teaching and learning environment result in an offer of professional development modules that attempt to train general practical skills of individual teachers or skills in dealing with ethnic/cultural differences. Some countries take an integral or school level approach, and some countries develop expertise centers, e.g., in the form of networks between universities and teacher training institutes. Additionally, programs are developed with a multitude of aims and activities that vary according to each country. Some combine a focus on second language learning and the teaching and learning environment, whereas others describe measures taken by the Ministry of Education where the Ministry of Education decrees a general framework or set of principles and in some cases requires schools to ask for funding for additional support. Finally, policies were described that aim to increase and/or strengthen the numbers of teachers from migrant backgrounds. These vary from job advertising in specific media to supporting networks of migrant teachers to quotas for teachers from migrant backgrounds.

Three peer reviews

A peer review can be defined as a systematic examination and assessment of the performance or practices of a specific unit of governance by a group of other units of the same level and range. The ultimate goal is to help the reviewed unit to improve its policy making, adopts best practices and comply with established standards and principles. The examination is conducted on a non-adversarial basis and relies heavily on mutual trust among the peers involved in the review, as well as on their shared confidence in the process. The peer review results in a report that assesses accomplishments, spells out shortfalls and makes recommendations.

Every peer review has a common procedure, which consists of three main phases. The preparatory phase consists of background analysis and of some form of self-evaluation by the country/project under review. In the consultation phase the Peer Review Visit takes place. This part contains a tour of the premises (on-site visits), observations and interviews with different groups of stakeholders (such as civil servants, policy makers, teachers, principal, mentors, parents, students, researchers etc). In the assessment phase a draft of the final report, which comprises an analytical section, where the project performance is examined in detail and individual concerns are expressed, and an evaluation or summary section setting forth the conclusions and recommendations (for more information see Tudman, 2012).

In total, three peer reviews were conducted each focusing on different topics regarding professional capacity building. The results of the three peer reviews are described below.

Zagreb, Croatia (October 2012)

Background: A team of eight peers from the Netherlands, Austria and Croatia examined the implementation of the International Teacher Leadership project (ITL) in an elementary school in the northwest suburb Podsused-Vrpaće of the capital of Croatia, Zagreb. The peers were invited by the Network of Education Policy Centers (NEPC) and the Forum for Freedom in Education (FSO) to inform the school, funders and policy makers on the effectiveness of the initiative, the ITL methodology as well as the possible ways of making it a systemic and replicated practice for other communities in similar circumstances (more details in the peer review report, Tudjman, 2012).

Results: The teaching profession in Croatia is often mentioned in the context of its low material and social status in society compared with other employees in public institutions and teachers feel they have to constantly 'prove' the relevance of their profession to the public as well as to the authorities in order to be recognized as one of the main stakeholders of the education system. Croatian teachers generally believe that teacher training programs should be improved and more focused on specific teaching competencies and practical experiences in order to provide all key competencies for prospective teachers (Zgaga, 2006).

The International leadership project (ITL) is using the approach of school developmental action planning in order to empower school teachers to systematically plan, conduct and monitor their activities. The program is interesting because it influences the structure and culture of teaching in Croatian schools. The ITL project seeks an alternative perspective of teaching which recognizes that teachers' sense of self-efficacy and empowerment are the key to innovation and improvement. Teachers who participated were very satisfied and would like to continue working with ITL with teachers who have not completed the program. However, funds are lacking.

Conclusions: The peer review team recognized that a lot of attention in the project was given to the Roma children. However, the team felt that the parents should be more involved to (education in language and parental involvement) as well as other Croatian children (for understanding Roma culture). For this, it is also important that teachers who followed the ITL workshops transfer their knowledge to other teachers and make good use of the already available data.

Another remark that was made by the peer review team was that the project seemed to depend on a small number of persons; getting more people involved reduces the chance that knowledge disappears when key persons e.g., switch jobs.

The ITL projects turned out to give room for working on social cohesion projects and building school – parents – community partnerships. This is important, because going from an inclusive school structure to an inclusive society means that other life-spheres are waiting outside to be taken on, such as home, leisure and care with the help of other professionals in tackling segregation and isolation.

Antwerp, Belgium (January 2013)

Background: The Centre for Migration and Intercultural Studies of the University of Antwerp organized a peer review for SIRIUS in two schools with a focus on the implementation of the Equal Education Opportunities (EEO) policy in Antwerp. Two schools for secondary education were visited in the peer review. The main question in the peer review was how the schools use the EEO funding to create optimal learning and development chances for pupils with a migrant background. From the SIRIUS network a team of ten peers from Germany, the Netherlands, and Croatia examined the implementation of the (EEO policy). (more details in the peer review report, Tadjman, 2013a).

Results: Due to the EEO policy the schools obtain extra hours to employ more teachers. Therefore, the number of pupils in each classroom is small. This makes it easier for teachers to take all needs and capacities of each pupil into account and adapt their lessons accordingly. This support is essential for newcomers and other students with special needs. Probably because of this extra care combined with an emphasis on teacher team work, the teachers are enthusiastic about their profession. Peer reviewers perceived positive teacher attitudes towards the schools and the students.

There seemed to be an issue concerning the administrative tasks involved in the EEO policy funding. The peers do not question the importance of action plans and reports, but stress that these plans should facilitate the implementation of the policy in the school and not be an obstacle for the performance of the duties of the professionals.

Conclusions: The peer review noticed that the two schools differed in their focus on professional development. In one school it was part of the school policy, it was obliged and structured and in this school some of the EEO policy was spend on extra professional development. In the other school, however, it seemed the management did not encourage the teachers to professionally develop to a large extent.

The peer-review team also noticed there were no pedagogical guidelines within the EEO policy to develop intercultural education in the school. The schools know that they get funding for extra hours because of the low socioeconomic background of their students, but they do not get any advice on how to support intercultural coexistence in the school and help the educational success of all their pupils. Along the same line, the peer reviewers have some concerns regarding the encouragement of immigrant students to live and show their cultural backgrounds. It seemed that the school want their students from migrant

backgrounds to adopt the culture of the countries' ethnic majority group. Examples of this are the forbidden use of mother-tongue and the headscarf.

Nevertheless, in one of the schools, the peer reviewers noted a pedagogical project to set up a multicultural coexistence and an intercultural dialogue by organizing a variety of multicultural activities. They are carried out punctually and as extracurricular and leisure events to involve parents and neighbors and to motivate the children. This seemed to be a good starting point for introducing intercultural education in a more profound way.

Oslo, Norway (November 2013)

Background: During the Peer Review in Norway, a team of peers from Croatia, Austria, Portugal and the Netherlands were invited by the National Centre for Multicultural Education (NAFO) to visit a teacher training college in Oslo (HiOA) and two secondary schools in a small coastal community (Larvik). The main question of the peer review was: What is the role of NAFO in providing support to teacher training institutes and schools across Norway related to migrant education? And how can this role be enhanced?

NAFO is the center for multicultural education in Norway and is set up as a division of the Ministry of Education. NAFO provides direct support to schools that are specifically assigned to NAFO ('focus schools') and who need support with the education of children who have no or limited Norwegian language skills. The support is provided in the form of training for schools and teachers, organizing gatherings for schools and provision of resources for teachers through its website. NAFO also tries to bring together all the relevant institutions to collaborate and design programmes that are suited to the needs of migrant children. (more details in the peer review report, Kambel, 2013).

Results: Norwegian schools turn to both NAFO and the teacher training college at HiOA for advice on multicultural or linguistic issues. NAFO and HiOA have a good relationship and collaborate in developing programmes, they exchange information and are on the same page with regard to supporting children from migrant backgrounds. At the teacher training institute, NAFO organizes conferences and seminars for students, NAFO also maintains a website that students consult when they need resources for the class. And, as mentioned before, NAFO gives scholarships to migrant students. NAFO also provides ideas to master's students on topics for research. However, the work of NAFO seems to focus more on the schools than on the teacher training programme itself.

The support of NAFO for both schools that were visited by the peers consists of organizing gatherings where schools can share what they are doing to support language minority children. The schools can also ask advice and NAFO comes in and gives trainings. The NAFO website is used frequently by teachers, who find the resources very useful, but would like to have more. An advantage of being a focus school for NAFO is that some of the support is free. Other schools have to pay for all of NAFO's services.

Conclusions: Both schools were positive about the support they were receiving from NAFO, but said it was not enough and that they would like more. For Mesterfjellet, which is facing a merger with two other schools, they would like NAFO to come in and educate all the teachers of the new schools. They also want teachers to focus on language in every subject (not just during the language classes) and felt that NAFO could help with that.

The peer review revealed that an important element of the success in Larvik is the dedication of the schools who foster a genuinely positive and warm approach of their students. With the help of NAFO, effective programmes have been designed that make sure that children acquire the necessary academic Norwegian language skills, but which are flexible enough to allow the students to move to the mainstream classes as soon as they

are ready (the Combination Class). The peers were impressed by this, as well as the course provided to give migrant students a space for reflection about their identities as ‘cross cultural kids’ within Norwegian society (Flex-id). This clearly successful approach, should serve as a good practice and should be replicated across Norway and extended to all schools, not only the NAFO focus schools.

Policymakers meeting

In December 2012, a meeting was organized for policy makers in the Sirius network countries. The meeting took place in Rotterdam and was attended by ten countries, most countries sent their Sirius national coordinators and a policy maker. The title of the meeting was: “Policies in the Sirius countries on professional capacity building with a focus on improving the educational position of migrant children.” One of the main goals of the meeting was to exchange information on policy issues on each of the Sirius countries in the areas of professional capital and to discuss possible directions for policy development.

The meeting lasted one day. In the morning two lecturers presented different topics with regard to professional capacity. Furthermore, the countries all presented their national policy issues. In the afternoon the group chose to discuss four topics exchanged their issues.

The participants indicated they wanted to discuss four issues, which (therefore) can be considered as the most important areas of policy development: second language learning, teaching and learning environment, school community relationships and licensing and credentialing. Below the main topics are listed for each of these issues.

With regard to the topic of second language learning, the countries first described their situation. Some countries seriously support mother tongue language education (f.i. Scandinavian countries), where as in others there is a symbolic presence only, or neither of these. Some countries organize bilingual classes/education as a response to immigration or on basis of long heritage. The participants noted five hindrances for policy development in this area:

- lack of money and initiatives to pay serious attention to it
- a gap between the political discourse on language skills and what is needed and the real situation in practice (‘on the ground’)
- a lack of attention to language support in relation to poor performance
- the lack of inclusion of second language training (SLT) in initial teacher training
- the lack of knowledge regarding numbers of teachers with SLT skills

The second group discussed policy development in the teaching and learning environment. The following factors were deemed important: motivated, friendly and caring teachers, high expectations of students, aligned goals in all activities in the teaching and learning environment, a safe environment and an intercultural approach.

The third group discussed school-community relationships. This group argued that aside from community organizations, other organizations and partners are equally important. These are families (literacy in home language; approach parents as experts), NGOs (citizenship; teacher training; policy mentoring; raising awareness on intercultural issues), social services (for improving conditions), local businesses (job market reality, practice, expert knowledge). Furthermore, schools should have a network with other schools and

knowledge institutes. The group concluded that schools should link up proactively with these organizations.

The fourth group discussed licensing and credentialing. It seems that none of the Sirius countries have a system in place where teaching in classrooms with ethnic and cultural diversity requires a special license (comparable to a license for teaching children with special needs, such as in the Netherlands and Lithuania). Lithuania works with a junior, medior and senior system (a career system) that supports professional development. The participants discussed the possible advantages of such a system. In general, such a system may increase professional capacity in a school but in schools with children from migrant backgrounds, the system would also need to include indicators of quality of teaching for diversity.

Conclusions and recommendations

The Sirius activities have addressed a variety of topics regarding professional capital using different methods. Combined, the activities give an overview of the state of the art regarding policies and measures on professional capital in the Sirius countries.

The conclusions and recommendation as put forward in each of the activities will be summarized under five general headings. The theoretical notions on professional capital, professional learning communities in urban settings and networks of practice as described for example by Hargreaves and Fullan (2012), Muijs et al (2004) and Payne (2008) are used to frame the recommendations.

Facilitate schools to function as professional learning

A number of recommendations from the peer reviews in Zagreb, Antwerp and Oslo make a reference to teachers as professionals. In Zagreb the peers noted the following: Make sure that the whole process does not depend on one person and a few high quality trainers, consider a train the trainer approach, so that more trainers are equipped for the job/workshops, nourish the teachers that are involved: they are the ambassadors and your professional capital, and start class observations to monitor what happens in practice. In Antwerp, it was recommended to focus on teachers by suggesting to offer teacher training in interculturalism, teaching methodology with ethnical minorities and home language of the pupils. Moreover, it was also recommended to make informed choices as regards the implementation of EEO: to combine a close look at what already is being done in their school, and evidence based practices in the case of schooling for immigrant children. Finally, the peer review in Oslo suggested to support student teachers, especially from migrant backgrounds.

Addressing teachers as professionals is one of the main ideas in the book of Hargreaves and Fullan on professional capital (2012). They make a plea for improvement of the teaching profession instead of focusing on individual teachers because an individual focus on teachers does not help to improve the teaching profession. One of the most successful ways of stimulating the development of professional capital is by implementing so-called professional learning communities (PLCs). Hargreaves and Fullan (2012) describe professional learning communities as consisting of three elements: 1. communities, working in groups with collective responsibility, committed to improvement, respect and care, 2. learning: learning your way out of problems instead of quick fix solutions, commitment to improving student learning and well-being, problems are addressed through organizational learning, 3. professional: improvements and decisions are informed by science and statistical information (but not dependent on), guided by experienced collective judgment.

A literature review of Lomos, Hofman and Bosker (2011) concludes that the concept of PLC needs further conceptualization but there seems to be a general agreement on five characteristics: 1. Reflective dialogue: the extent to which teachers engage in professional dialogues about specific educational issues 2. Deprivatization of practice: teachers observe one another's classes with the aim of giving and receiving feedback 3. Collaborative activity: temporal measure of extent to which teachers engage in cooperative practices 4. Shared sense of purpose: the degree to which teachers agree with the schools mission and its operational principles 5. Collective focus on student learning: mutual commitment of teachers to student success.

The recommendations as put forward in the peer reviews seem to refer to different aspects of the concept of PLCs. We therefore follow the recommendation as put forward by Hargreaves and Fullan, which is to start considering teacher professionalism and implement PLCs in order to increase professional capital in schools. What makes an even stronger case for this recommendation is the finding that effective urban schools seem to function as a PLC. In their review on factors on the improvement process of schools in socioeconomically disadvantaged areas, Muijs et al (2004) conclude that the key factors are: a focus on teaching and learning, leadership, an information rich environment, positive school culture, learning communities, continuous professional development, involvement of parents, and sufficient external support and resources. Their concept of learning communities is similar to the PLC concept as described by Hargreaves and Fullan. Muijs et al (2004) describe how teachers and administrators in learning communities continuously seek and share learning and act on what they learn. Schools with learning communities (learning schools) are characterized by the presence of reflective dialogue, teachers work collaboratively, take collective responsibility for student learning, and work continuously to improve teaching practices. Muijs et al argue that learning schools are more effective in encouraging student achievement. The building of small teams that engage in school improvement activities, increases teachers' sense of belonging and minimizes alienation.

In short, in order to improve the educational position of migrant children, the recommendations on the basis of the peer reviews in combination with an overview of the research literature regarding effective urban schools, we recommend to implement professional learning communities in schools. Schools in urban areas should be facilitated to organize collegiality in more coherent and focused ways, to support collaboration among teachers and observation of each other's classrooms, to reflect on and improve their practices with a central focus on student learning.

Improve the teaching and learning environment with a focus on diversity

In his book with the somewhat gloomy title "So much reform, so little change. The persistence of failure in urban schools", Payne (2008) discusses what is needed in the urban teaching and learning environment. He summarizes the literature on high-impact instructional programs in urban context and in the so-called the Big 6:

1. Instructional time protected or extended
2. Intellectually ambitious instruction
3. Professional communities (teachers collaborate, have a collective sense of responsibility)
4. Academic press combined with social support
5. Program coherence (e.g., institutional focus, are we all on the same page?)
6. Teacher quality, diagnostic ability

Some of characteristics refer to teacher professionalism and PLCs as described above: professional communities and teacher quality, the others refer to the learning environment

and instruction itself. Payne concludes that implementing each of these six characteristics will produce learning gains of one month or more.

A variety of recommendations stemming from the survey as well as the peer reviews can be linked to these Big 6. For example, one of the main general recommendations based on the survey results was to develop coherent policy programs that focus on the “whole” teaching and learning environment, including teacher skills, but also teaching materials and assessment methods. The report on the survey also mentioned the importance of the positive classroom climates including high teacher expectations as well as the inclusion of migrant teachers. A number of recommendations on the basis of the three peer reviews also referred to the teaching and learning environment. The peer review in Antwerp for example recommended to introduce the topic of migration in the school curriculum. Moreover, in Oslo, it was recommended to extend existing programmes to native Norwegian students.

In short, we recommend a focus on the teaching and learning environment in order to improve the educational position of migrant children. This implies a coherent combination on instructional practices and content that is challenging as well as relevant from diverse backgrounds.

Increase expertise in dealing with language diversity

In the OECD report “Closing the gap for immigrant students” (2010) it is argued that teachers and school leaders need diversity training and more expertise in second language learning. The know-how in the school in this particular area determines the quality of education for migrant children in the school. It is argued that, first and foremost, proficiency in the language of instruction is essential for school success. This means that teachers need to be competent in dealing with language diverse classrooms. The OECD report recommends a clear and explicit language policy for the entire education system. This includes: a centrally developed curriculum with a strong focus on implementation issues at the school level, making sure there are sufficient numbers of qualified teachers, quality assessment materials for language competence, early language stimulation and parental support in language learning, a focus on the academic use of language, integrating language and content learning, support for newly arrived students at a later age and valuing and validating mother tongue proficiency.

The results of the survey strongly supported the OECD recommendation to strengthen professional capacity to combine second language with mother tongue learning, content and language integrated learning. The peer review in Oslo also arrived at this recommendation: address heritage language and culture of immigrant children. Furthermore, it was one of the topics of the policy makers meeting where it was recommended to keep different options of mother tongue language and SLT education on the agenda and investigate the status of second language teaching status different (Sirius) European countries.

In short, the literature as well as the Sirius activities result in a recommendation to keep focusing on developing expertise in the different groups of actors as well as methods to deal with language diversity.

Organize open schools: link with parents and communities

The peer review in Zagreb suggested to look outside the school, include the Roma Community as well as stay consistently focused on parents as parent involvement is an essential factor in school success of children. Parent involvement was also a factor in Antwerp where the recommendation was to increase the participation and the realistic

aspirations of the parents. The peers in Antwerp noted that it is important to involve the parents in school activities so the school can bring the communities together. Also, to empower them to have high and realistic academic objectives for their children.

The policy makers meeting took a more general viewpoint regarding the issue of parent involvement and suggested to advocate “open schools”. Relation between schools and a variety of other actors should be stimulated and schools need to take a proactive stance to build these relationships. Relations with parents and communities are considered to be important areas of expertise, as concluded in a recent literature review (Severiens, Wolff & Van Herpen, 2013). Urban teachers that succeed in engaging the parents of their diverse pupils as well as cooperate with community organisations on a basis of equality will further support school achievement in their urban schools.

In short, the recommendation we are making is to organize open schools in the sense that they become institutions that involve parents and communities to greater extents.

Facilitate networks of expertise

In order to improve the educational position of migrant children, it is important for schools to develop as professional learning communities. This process can and should be done within schools themselves. However, Hargreaves and Fullan (2012) describe a number of examples where schools collaborate to develop as networks of practice (clusters, networks or federations). They use the term co-opetition: collaborative competition (competition in a spirit of how we can outdo ourselves as well as the others, for the good of the whole), with collective responsibility (when teachers start to identifying with all students in the school). Such networks can be successful in the sense that the networks help increase school effectiveness, especially when the networks have a push-pull architecture. School can be pulled in by funding and professional inspiration and pushed by transparent processes of participation and collective visibility of results. Hargreaves and Fullan point at a possible pitfall: when the mandating networks take away the collective professional responsibility and autonomy. They state “Networked professional capital should be an energetic aspiration and normative expectation within a system’s culture rather than a bureaucratically enforced mandate.” (p. 141).

These ideas on networks of expertise link closely to the conclusion of the survey that it seems worthwhile to explore the effectiveness of networks of (migrant) teachers and the centers of expertise or networks between universities, teacher training institutes and schools. These ideas also link to the peer review in Oslo in the recommended to organize collaboration between schools, teacher training institutes and NAFO.

Therefore, the current recommends to form networks of schools as well as networks of schools and centers of expertise. These networks will help to learn about the educational position of migrant children and help improve their position.

Conclusion

The recommendations given above are general and need more detail related to the context where the implementation is relevant. One of the relevant contextual factors is the fact that member states have different perceptions of the role of education in a multicultural society (EU, 2007, see also Severiens et al 2013). Teaching for diversity in countries where the school is considered to be an instrument to promote integration of migrants into the dominant society, is a different matter compared to teaching for diversity when schools are considered to be a reflection of the multicultural society and where all cultures valued

equally. Furthermore, differences between national educational systems as well as systems of teacher training and professional development

The five recommendations are complex recommendations and strengthening policy development in all of these areas will not happen overnight. It needs a clear implementation strategy. It also needs continued attention from all relevant actors (including networks such as the Sirius network) to “promote and enhance the knowledge transfer among stakeholders in order to improve the education of children and youngsters from migrant background” which is the general mission of Sirius.

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Profesora de Educación y directora científico del Risbo, un instituto de investigación de la Universidad Erasmus de Rotterdam. Sabine obtuvo su doctorado en la Universidad de Ámsterdam, con un proyecto de investigación sobre la desigualdad educativa y ha estado dirigiendo varios proyectos de investigación. El tema principal de su obra científica es la diversidad y la desigualdad en la educación, desde la perspectiva de la motivación, integración y el ambiente de aprendizaje. Ejemplos de proyectos de investigación a gran escala sobre la estimulación de los ambientes de aprendizaje para los estudiantes de minorías étnicas, la deserción escolar entre los estudiantes de las minorías étnicas en la escuela primaria de formación de profesores de la universidad y un proyecto de investigación sobre los estudiantes urbanos talentosos continua de la escuela profesional de grado medio a las universidades de ciencia aplicada. En 2011, pasó su período sabático en el Centro de Excelencia para la diversidad de los educandos. Actualmente, proyecto financiado por la UE llamado Sirius que pretende crear una red europea sobre la educación para los niños de origen inmigrante