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# Teacher preparation for migrant school inclusion TEACHmi

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## Toolbox of Teaching Languages of Schooling for Students with Migrant Background and Integration Practices

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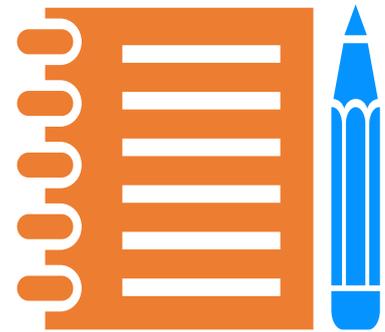


Milestones	Topics
<b>Languages</b>	1. Methodologies of teaching languages of schooling to newly arrived students with migrant background
<b>Culture &amp; Stereotypes</b>	2. Understanding the cultures – What are they?
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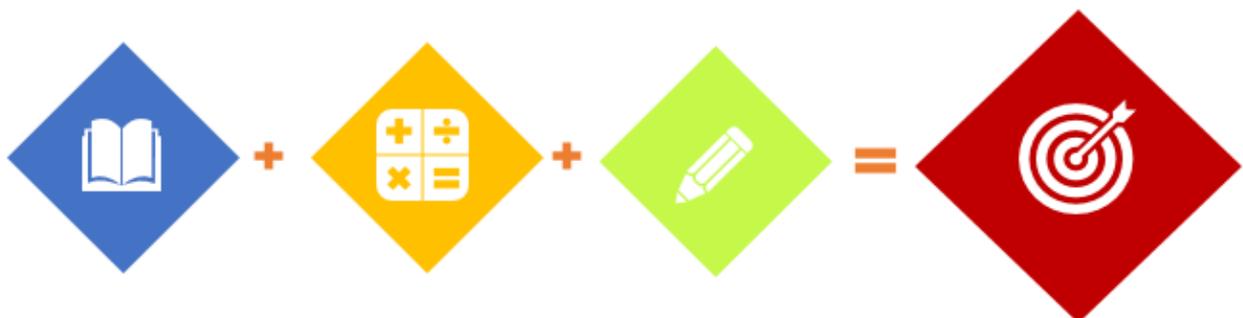


## Topic 1.

Methodologies of teaching languages of schooling to newly arrived students with migrant background.



<b>Specific objectives</b>	<ul style="list-style-type: none"> <li>● to provide teachers with a language development strategy</li> <li>● to create innovative tailored responses for teaching languages of schooling to newly arrived students with migrant background</li> <li>● to facilitate TCN students' approach to the new educational environment</li> </ul>
<b>Expected learning outcomes</b>	<ul style="list-style-type: none"> <li>● teachers will be provided with some suggested steps to follow to foster linguistic integration of TCN students</li> <li>● teachers will be informed of techniques to enhance newly arrived migrant students' motivation and autonomy in their learning path</li> <li>● teachers will be able to develop a whole-school approach to this learning process</li> </ul>
<b>References and useful links</b>	For further information & additional tools
<b>Supplements</b>	<ol style="list-style-type: none"> <li>a. Power Point Transparencies</li> <li>b. Instructors' Guides</li> <li>c. Self-Assessment Form</li> </ol>





## Theoretical Definition



The Specific objective of this topic is to provide teachers with a language development strategy, to create innovative tailored responses for teaching languages of schooling to newly arrived students with migrant background and to facilitate TCN students' approach to the new educational environment. Teachers will be provided with suggestions on which steps to follow to foster linguistic integration of TCN (Third Country National) students. They will be informed about useful techniques to strengthen newly arrived migrant students' motivation and autonomy in learning. Through these indications, they will be able to develop a whole-school approach to their teaching.

The narrative followed takes into account some essential elements: assessment of linguistic skills; design of tailored approaches; non-formal educational activities (ex. music, art, theatre, cooking); constant monitoring and gradual linguistic integration; linguistic support systems, such as Buddy system and mentoring; involvement of parents.

As a first step, it is important to clarify the theoretical approach followed.

Today's psychological and pedagogical knowledge offers three main hypotheses for pedagogical intervention, or, we may say, three alternative methodological orientations of teaching and learning:

1. the rationalist, traditional, classical or academicist orientations / perspectives;
2. the positivist, behavioural or behaviourist, technological orientation (individual reinforcement methodology);
3. the constructivist, humanist or phenomenological (Figueira, 2013).

These orientations are proposed independently from the type of students, migrant or native, the context, formal or less formal, the content to be learned, being either languages or any type of learning. They have derivations in the traditional practices vs. active practices or breeding practices vs. constructive or creative practices (Figueira, 2013).

Roughly speaking, **traditional and behavioral perspectives** mainly consider students as submissive, passive subjects (Gimeno Sacristán, 1981). Educators serve as adequate models of true thinking and effective reasoning (...), they excel in a coherent discourse, being the facilitators of the student's insight (cf. Joyce-Moniz, 1989, p. 19). The educator's role is that of transmitting the information, while students listen carefully. These perspectives are based on rhetorical and directive ways of teaching. Transmitting information is the greatest responsibility of the educator (Brooks & Brooks, 1993, p. 62).

According to these two methodological paths, the main objective of education is the storage and mastery of knowledge (Gergen, 1995, p. 35), an epistemology of transmission. The two approaches look at the teaching process as based on words, on a verbalistic approach, either through the oral presentation of the teacher and from conversation or discussion and questioning to students (Gimeno Sacristán, 1981). Education is focused on content, it favours intellectual activities through study



materials, definitive knowledge, teacher-centred model, based on objective philosophical orientations (cf. Shermis, 1967). The role of the teacher, the secondary nature of the student (s), the primacy of the content, the strategies used in its updating and evaluation, reveal a clearly authoritarian model (cf. Entonado et al., 1985).

As for strategies/methods and instructional tasks, they generally rhyme with the teacher's oral exposure, recitation (or questioning) and discussion (confrontation and sharing of diverse ideas and opinions) (Joyce-Moniz, 1989, p. 23). The preferential use of the magisterial, encyclopaedic method (Gimeno Sacristán, 1989), is revealed by the preference for a combination of lecture-discussion (exhibition/discussion). The lessons are guided, predominantly, by the school manual, with emphasis on the subjects of the program/curriculum (Joyce-Moniz, 1989).

As for the students' evaluation or classification, this depends on the type of reproduction of the information transmitted by the teacher (cf. Entonado et al., 1985); it is intended as a simple reproduction of the material verbally transmitted by the teacher or read in the texts, or a transfer of this knowledge to similar situations (Joyce-Moniz, 1989, p. 22). Basically, it depends on the reproduction of the contents, through a comparative analysis with the achievements or performances of the other students (Damião, 1996a). The performance of each student is compared with the average performance of the group of students of which he/she is part of (Damião, 1996a); it is normative, that is, subject to a set of collective or common rules, which serve as a standard in guiding the actions, the tasks (De Landsheere, 1979). Levels and grades are assigned in an ordered classification (Gimeno Sacristán, 1981), based on the results of tests and examinations (Mayer, 1961, in Brooks & Brooks, 1993, p. 96).

The **Constructivist Orientation** (also known as creative or phenomenological) (cf., also, Figueira, 2001, pp. 284-323), an orientation that we outline and recommend, can be defined as follows:

«Not being a theory of instruction, but of knowledge and learning, constructivism has had a great influence in the educational field. (...) inspired by works like Piaget's, many authors have built a true doctrine of instruction where principles are dictated; they plan strategies and methodologies judged to be the most appropriate for the optimization of teaching and learning. » (Festas, 1998, p. 30).

Roughly speaking, constructivism is fundamentally characterized as non-positivist, often in direct opposition to both behaviorism and maturationism. A theory that understands learning as an interpretive and recursive construction process by students in interaction with the physical and social world. The main objective of education is to create men who are capable of doing new "things", and not simply to repeat what other generations have done: creative, inventive and discovering men. The second objective of education is to form minds that can criticize; that can test and verify, and not just accept what is offered or presented to them (Piaget, 1974, p. 43). (Rojas, 1998, p. 192).

The student is understood as an active participant in the learning process, uses selective attention, processes information, learns creatively, reconstructs when he memorizes, and actively and constructively recalls (Di Vesta, 1987, p. 208); he/she is the active builder of his/her own knowledge and the re-creator of the different school contents he faces (Rojas, 1998); is able to create his/her own interpretations of the contents and contexts, generate new meanings, through the reflected observation of his/her own physical and mental actions (cf. Wood, 1995, p. 336).



Within this framework, "To understand constructivism, **educators must focus their attention on students.**" (Brooks & Brooks, 1993, p. 22).

«The teacher as a **metamethodologist**. That is, (...) to take the student to explore new knowledge building processes, using his curiosity, imagination and creativity intensively and extensively. (...) The teacher's teaching methodology aims essentially to lead the student to conceive and control his own learning methodologies. In this sense, the teacher's action can be called metamethodology, as it addresses students' methodological actions. (...) The main metamethodological actions of teachers consist of a) raising the students' cognitive conflict; b) facilitate metacognitive activity for them; c) promote didactic conditions so that they can explore their methodologies. » (Joyce-Moniz, 1989, pp. 38-39).

«The teacher suggests the conflict, or the problem (...) informs the students about the methodologies he/she can use (...) proposes the didactic material... but does not indicate the solution, or the solutions... nor does he substitute the student when choosing the methodology (...) It is the student who takes responsibility and engages in these processes (...) the teacher encourages him to devise a personal methodology for learning the themes of the program (...), makes available to the student the greatest possible number of didactic materials so that he/she can choose those that suit him/her or develop that search, selection and transformation of knowledge. » (Joyce-Moniz, 1989, p. 187).

The teacher or educator is responsible for creating spaces, contexts, activities and developmental tasks, close to the real and with meaning for the individuals who learn, that allow students to be responsible for their learning, providing materials and support appropriately to the tasks.

Thus, briefly, systematizing in key words or phrases, the main assumptions of constructivism (cf. Merrill, 1992, pp. 102-103) (our recommended methodological guidance), are:

- **Built Learning:** "Knowledge is built from experience". "Learning is a constructive process, in which the individual builds an internal representation of the object".
- Prevalence of activities and strategies **centred on students:** «(...) laboratory activities, research activities, group discussion, project elaboration in small groups, plenary sessions, individualized learning, computer simulations, visits or study trips.» (Canavarro, 1997, p. 120; cf., also, Elias & Merriam, 1984; Nicaise & Barnes, 1996). Thus, dialogues, questions and problem solving (puzzlement), in-depth questions, on the part of the teacher, helping students to paraphrase their thoughts and ideas, are strategies to be used.
- **Personal Interpretation,** "Reality is not shared. Learning is a personal interpretation of the world. Learning results from the personal interpretation of the experience".
- **Active Learning,** "Learning is active. Learning is an active process, in which meaning is developed based on experience". Piaget points out the "use of active methods" of teaching and learning, "the pedagogy of reinvention", on the part of the teacher (cf. Raposo, 1980, p. 139), that is, methods centered on the activity and interest of students (cf. Rojas, 1998). In this regard, it should be noted that John Dewey points out five characteristics for active methodologies:
  - creation of a true experience situation, involving trainees in activities of their interest;
  - formulating a problem, stimulating reflection;
  - adequate information to be provided to trainees;
  - analysis of provisional solutions and making everyone accountable for them;



- opportunity to apply the solutions found to test their validity (1916, in Pinheiro & Ramos, 1992, p. 31).
- The **discovery method** (cf. works by Bruner) **and research methods** (eg, works by Schwab) are recommended (cf. Joyce & Weil, 1980, 1986; also, cf. Raposo, 1983, pp. 89-111, 1995, pp. 55-74).
- **Collaborative Learning**: “The role of education is to promote collaboration with others, so that the multiple perspectives of problem solving are revealed”; focus on the role of social interactions, cooperation, the environment, and, of course, the role of collaboration in learning, «(...) collaborative learning: a process that enables continuous changes in students, functioning as the main educational function. We learn through critical exchanges, from exploring different points of view. The interaction enhances new interpretive possibilities» (Gergen, 1995, p. 34).
- **Situated Learning**: “Learning takes place in realistic situations (situated or anchored). Learning must be anchored to a rich context, reflecting real world contexts”. Situated learning because it results not only from the subject's activity, but from context and culture, through participation and social interaction, that is, learning understood as a social and cultural construction (cf. Festas, 1998), rich in experiences (Bednar et al., 1992). «(...) Piaget said that learning is facilitated if students are introduced to organizing students (advanced organizers) and anchoring ideas.» (cf. Merrill, 1992, p. 102).
- **Integrated Evaluation**: “Evaluation must be linked to the task, and not be a separate activity”. It focuses less on products and more on processes related to students' states of knowledge, hypotheses and interpretations. The results of the evaluations will be, fundamentally, guidelines and will be useful both for the students, in order to be able to reflect on their own processes and progress, as well as for the educators, to be able to evaluate the effectiveness of the use of didactic strategies, to be used later or to be reformulated. As for the instruments or resources to be used, everyone who reports on the process of building school content is valid, such as, for example, progress sheets, analysis of group tasks, study of ways of solving the problematic situations posed, etc. (cf. Rojas, 1998).
- In this sense, the **assessment** should be viewed in **dynamic** terms, and not so much in terms of classifying the answers, of the right or wrong type, «The students' conceptions of work as indicators for teachers of the level of knowledge, and as guides in the intervention process» (Brooks & Brooks, 1993, p. 11 and p. 88). It is at the service of both the teacher, in order to guide the student, and the student, in the sense of providing him with informative feedback, leading to self-regulation. It is based on: direct observation of the teacher, when the students perform the tasks; students' portfolio and creations (cf. Brooks & Brooks, 1993, p. 17).

«(...) the emphasis is placed on continuous observation (...) [of the child] in an activity situation, as this is fundamental for the (...) [educator] to expand the activities and ask questions that facilitate the development of individual knowledge. For this type of formative evaluation, the most appropriate procedures are those of the clinical method, developed by Piaget, which, in a very synthetic way, imply different steps: observe the individual in the manipulation and exploration of concrete objects, asking him questions from that observation (...), [argue and counter-argue about the answers provided] (...). In this way, it is possible to analyze the individual's level of development, which is fundamental for the sequencing and organization of activities on an individual basis» (Gaspar, 1990, p. 118).



Therefore, this type of evaluation is based on the assessment in academic, laboratory and real-world tasks, and dynamic assessments, of the student's development potential, using group work to perform specific tasks. In this way, thought processes must be examined, for example, suggesting the elaboration of plans, interventions in discussions, debates, valuing the questions posed by the students (cf. Bednar et al., 1992). This typology favours the approach of the educator to the students, provides informative feedback, allowing observation and monitoring. Assessment is an integral part of the learning process, which emerges naturally from the performance of tasks (Cunningham, 1992). Likewise, **self-assessment** is an integral and important part, being "[...] the only significant test that can, in fact, reveal learning." (Elias and Merriam, 1984, p. 127).

Dynamic assessment, based on Vygotsky's perspective (on Vygotsky's dialectical development), is understood, roughly, as the assessment of learning potential, of what the subject is capable of doing with help. This type of psychoeducational assessment therefore refers to the measurement of one's own abilities. It assumes the influence of interactions, being more centred on situational variables. Its main objective, then, will be the perception of the subjects' cognitive maps, the determination of the levels of development, taking into account the process and the context. Thus, the evaluation of development processes is envisaged (cf. Rojas, 1998, p. 243).

To conclude, for all students, included third country national students, for all contexts, contents and schools, for all teachers, we underline the importance of the constructivist approach, because it implies greater participation of all stakeholders (students, teachers and others educators), favours deeper and more meaningful learning being more motivating, and contributes to more creative and instrumental products.

We believe that this type of guidance contributes to the construction of inclusive schools, enables systemic, community, intergenerational, relational and family experiences. That is, it operationalizes the principles of a more open school. A school with project (s) of learning and development: not merely based on learning content and declarative knowledge (what), but also on learning and developing psychological processes in different domains (psychomotor, relational, social or emotional and cognitive / linguistic).



## Operational Approach



Within the framework of inclusive schools and according to a constructivist approach, an integrated project is proposed. The project can include the creation of a club, a space for co-construction, sharing, for the students, with the participation of parents and members of the community.

First of all, there must be a **responsible teacher**, proponent, organizer of the project, who can be assisted by colleagues. The responsible teacher must find strategies to organize the group of students who want to participate in the project. He/she must also plan the work / project sessions, in terms of time, days, space (including finding a permanent common meeting and work space).

The project must have the **duration** of an academic year, in order to be recurrent, have continuity and permanent character, if it is the intention of the school, the students, the teachers, the parents. However, for the project to be dynamic, it must be fed at least once a week. That is, there will be one session, at least, per week, which can have variable duration.

Although the project must be co-constructed and dynamic, the responsible must be the planner, manager and monitor. In this sense, the **development objectives** must be very clear (learning and development of the non-native language), as well as the **strategies** [research works, collection, verbalizations, different forms of expression (plastic, painting, writing, drawing, musical, dramatic, etc.), reflection], tasks, resources (material, physical and human), dynamics (individual, reciprocal, group).

Therefore, **a common space for sharing, exchanges, reflections, learning is proposed**. The language is learned from subjects and socio-cultural aspects of different countries, from their daily lives.

As the proposal for a holistic project, with the primary aim of learning and developing the non-native language, the topics could be:

- the countries of origin and the host country, their names, their location, their language;
- the different religious orientations;
- the most paradigmatic or characteristic uses and customs;
- the gastronomy;
- clothing;
- traditions

Possible titles (the title can also be chosen directly with the students):

- World club
- Club to / from all
- Club with seven more (allusion to 7 continents)
- A storyteller
- The world is big! We are the world! And who are we?
- The world is so close



## Goal

The aim is to create a living and interactive space/club/museum of the uses and customs of the country of origin, to which also natives participate: a space for and from all.

Students produce and show in various forms, set up the space / museum with subtitles in the original language and translation in local languages.

This will be achieved through collaborative and participative processes.

## Development goals

- Cognitive and linguistic development by learning new words, declarative knowledge or information, reflective and critical thinking, divergent thinking, creativity, communication and conversation skills, argumentative skills;
- Affective, relational and social development, through collaborative, reciprocal experiences, socialization, sharing and participation, and also, learning citizenship, equal opportunities, duties and universal rights.

## Procedures

How to create the common space? Eventually, from a call in a school assembly (space for reflection, discussion); not mandatory.

## Duration

One academic year: a continuous project of development from the beginning till the end of the school year

## Location

Find a space within school or outside.



## Examples

Title	Traditional games from the country of origin
<b>Introduction</b>	The world is big but it is also small...We are the same but different too.
<b>Duration</b>	one academic year for the entire project
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Identify opportunities to learn new languages and discover other cultural dimensions, deconstructing stereotypes</li> <li>• Prepare common spaces for intercultural encounters, overcoming obstacles to migrants' inclusion</li> <li>• Construct a real space shaping the productions resulting from the project: materials produced, photographs collected, subtitles, displays and pamphlets for dissemination, reports on visits to the space, lectures explaining the space.</li> <li>• On a different day at the end of the year: Create a living space such as gastronomic open party with various songs and other cultural expressions, open to the entire community</li> </ul>
<b>Resources</b>	Research various sources; collection from parents and grandparents
<b>Relevant topics for discussion</b>	<ul style="list-style-type: none"> <li>• Development of the project;</li> <li>• Building a global space;</li> <li>• the global world, migratory movements and their arguments, rights, duties, (in) variants.</li> </ul>

### Other topics

1. songs / dances / folklore / traditional stories from the country of origin (yours or your parents or grandparents)
2. gastronomy... most traditional food from the country of origin (yours or that of your parents or grandparents)
3. Home country parties



4. Religion
5. Customs
6. Clothing
7. Crafts
8. Symbols: flag, anthem...
9. Photographs
10. Musical instruments

### Note

The project may be promoted within the context of “Citizenship Education”.

- ❖ It will be a school project and its management and organization will be in charge of teachers.
- ❖ It can be an intra or extra-curricular project, depending on the sensitivity of school institutions.
- ❖ It must be part of the school's educational project.



### For each session

#### Possible structure

Topic	Countries, location on the map, on the globe. Country size, flag and colours
<b>Learning outcomes</b>	Vocabulary/language acquisition (oral and written)
<b>Resources</b>	Map, Globe, Internet
<b>Tasks / relevant topics for discussion</b>	Participants verbalize the name of the country of origin and the name of the host country. They locate on the map and mention which is bigger, more populous, which language they speak, the colours of the flags... These verbalizations will also be written.



## Other examples

### 1)

Topic	Countries, religious orientations
<b>Learning outcomes</b>	Vocabulary / language acquisition (oral and written); knowledge acquisition [different religious orientations, examples: Christianity (Catholicism, Protestantism, Anglica, Jehovah, ...), Judaism, Islam, Hinduism, Buddhism, Traditional Chinese, Traditional African): brief characterization, rituals, symbols, ...]
<b>Resources</b>	Bibliographic research; films, documentaries, etc.
<b>Tasks / relevant topics for discussion</b>	Participants verbalize the name of the country of origin and the name of the host country. Try to survey the trend orientation of the countries of origin and the host country. Eventually, the participants talk about their experiences or religious services / rituals. The participants collect and document, with different forms of expression (clippings, collages, visualizations, photos, websites, etc.), the symbols that can characterize the different religious orientations. These verbalizations will also be written and documented.

### 2)

Topic	Countries, gastronomy
<b>Learning outcomes</b>	Vocabulary / language acquisition (oral and written); knowledge acquisition [names of characteristic foods from different countries, their ingredients, recipes ...]
<b>Resources</b>	Bibliographic research; films, documentaries, personal stories, family cookbooks, etc.
<b>Tasks / relevant topics for discussion</b>	Participants verbalize the name of the country of origin and the name of the host country. Participants contribute, share tasks, with characteristic recipes. Eventually, participants talk about foods, dishes, recipes characteristic of the country, family, their favourite dishes. Participants collect and document, with different forms of



	expression, the recipes, dishes that can characterize the different countries. These verbalizations will also be written and documented. They can, for example, write and illustrate a cookbook. This book can be written in their different languages.
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### 3)

Topic	Countries, musical instruments, traditional music
<b>Learning outcomes</b>	Vocabulary / language acquisition (oral and written); knowledge acquisition [names of the most characteristic musical instruments, songs (names, musical categories...), their characteristics].
<b>Resources</b>	Bibliographic research; films, CDs, vinyls, that is, recordings, documentaries, personal and family stories and resources, etc.
<b>Tasks / relevant topics for discussion</b>	Participants verbalize the name of the country of origin and the name of the host country. Participants contribute, share tasks, with the collection of musical instruments and music characteristic of their country. Eventually, the participants talk about the composition materials of the musical instruments, their categories, about the songs. Participants collect and document, with different forms of expression, musical instruments and songs that can characterize different countries.

- ❖ All the verbalizations will also be written and documented. For example, students can write and illustrate a book of songs and musical instruments. This book can be written in the different languages of the participants. In addition to verbalizations and writing on all the proposed topics, participants can perform physical collections and documentation and even create materials, confection (gastronomy, for example), etc.
- ❖ These products or productions will be carefully placed and displayed in an agreed space. They can also record, photograph and create a page on the internet, promoting this project. Other more holistic and community activities are suggested:
  - opening of physical space to all elements of the school, including parents and family;
  - opening up the physical space to the whole community
- ❖ Even at the end of the year (not necessarily at the end of the project, which may continue and develop in other years), there may be a fair, a party, a gathering (open to the community), in which all productions can be shown, disseminated.

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## Methodological guidelines

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<https://www.morebooks.de/store/gb/book/psicologia-da-educa%C3%A7%C3%A3o/i>.

## Language

[https://www.google.com/search?q=3.+Methodologies+of+teaching+languages+of+schooling+to+newly+arrived+students+with+migrant+background&rlz=1C1GCEV\\_enPT828PT828&oq=3.%09Methodologies+of+teaching+languages+of+schooling+to+newly+arrived+students+with+migrant+background&qs=chrome..69i57.2003j0j8&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=3.+Methodologies+of+teaching+languages+of+schooling+to+newly+arrived+students+with+migrant+background&rlz=1C1GCEV_enPT828PT828&oq=3.%09Methodologies+of+teaching+languages+of+schooling+to+newly+arrived+students+with+migrant+background&qs=chrome..69i57.2003j0j8&sourceid=chrome&ie=UTF-8)

## TCN students

[https://www.google.com/search?rlz=1C1GCEV\\_enPT828PT828&sxsrf=ALeKk03ebHzW6R2W8xLm85LyyW9oGMHgZg%3A1590417511155&ei=Z9jLXpWKCb-](https://www.google.com/search?rlz=1C1GCEV_enPT828PT828&sxsrf=ALeKk03ebHzW6R2W8xLm85LyyW9oGMHgZg%3A1590417511155&ei=Z9jLXpWKCb-)



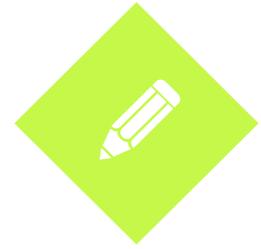
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Buddy system, Mentoring

[https://www.google.com/search?rlz=1C1GCEV\\_enPT828PT828&sxsrf=ALeKk02oTZy7z9\\_R3tfVd-s5ChM-oy6Ewg%3A1590412826902&ei=GsbLXv\\_SNsXAgweAkpSQcG&q=Buddy+system&oq=Buddy+system&gs\\_lcp=CgZwc3ktYWlQAzlECCMQJzoKCAAQCBANEAoQHjoGCAAQFhAeULMRWNgUYJMjaABwAHgAgAFwiAGqA5IBAzEuM5gBAKABAaoBB2d3cy13aXo&client=psy-ab&ved=0ahUKEwj\\_x9-8jc\\_pAhVF4OAKHQAJBaIQ4dUDCAw&uact=5](https://www.google.com/search?rlz=1C1GCEV_enPT828PT828&sxsrf=ALeKk02oTZy7z9_R3tfVd-s5ChM-oy6Ewg%3A1590412826902&ei=GsbLXv_SNsXAgweAkpSQcG&q=Buddy+system&oq=Buddy+system&gs_lcp=CgZwc3ktYWlQAzlECCMQJzoKCAAQCBANEAoQHjoGCAAQFhAeULMRWNgUYJMjaABwAHgAgAFwiAGqA5IBAzEuM5gBAKABAaoBB2d3cy13aXo&client=psy-ab&ved=0ahUKEwj_x9-8jc_pAhVF4OAKHQAJBaIQ4dUDCAw&uact=5)



## Supplements



### Self-Assessment Form

Who am I?	
My name?	
I'm a teacher of?	
I live in?	
Why did I join the project?	
Before the project, did you already adhere to and promote this type of strategies?	
What advantages do you see in using more active strategies?	
Do I find these project proposals very interesting?	
Which proposal(s) and activity(ies), did I like the most?	
Do you see advantages in inclusive school, that is, everyone's school and for everyone?	
Others things you want say	



## Questions for self-reflection

<p><b>What kind of teacher am I? What kind of teacher do I want to be?</b></p>
<p><b>My conception of teaching-learning.</b></p>
<ul style="list-style-type: none"> <li>• For me, what is Teaching, being a competent teacher, being satisfied with teaching activities?</li> </ul>
<ul style="list-style-type: none"> <li>• What do I mean by effective teaching? Have good performances?</li> </ul>
<ul style="list-style-type: none"> <li>• What is the best teaching method?</li> </ul>
<ul style="list-style-type: none"> <li>• What do I mean by Learning?</li> </ul>
<ul style="list-style-type: none"> <li>• What is up to the teacher? And the student?</li> </ul>
<ul style="list-style-type: none"> <li>• What are the biggest difficulties in teaching?</li> </ul>
<p><b>Planning</b></p>
<ul style="list-style-type: none"> <li>• Do I plan my classes, my activities? When? How? Why?</li> </ul>
<ul style="list-style-type: none"> <li>• Do I follow the original guidelines in full or do I make changes? Why?</li> </ul>
<ul style="list-style-type: none"> <li>• What are my concerns when planning?</li> </ul>
<ul style="list-style-type: none"> <li>• What do I organize? How do I structure my plans?</li> </ul>
<ul style="list-style-type: none"> <li>• What sources of information do I use to plan?</li> </ul>
<ul style="list-style-type: none"> <li>• What are the criteria for choosing teaching methods? What are the criteria for choosing teaching resources?</li> </ul>
<ul style="list-style-type: none"> <li>• How much time do I dedicate to the planning task(s)?</li> </ul>
<ul style="list-style-type: none"> <li>• Do I have difficulties when I plan?</li> </ul>
<p><b>Methodology</b></p>
<ul style="list-style-type: none"> <li>• Do I see advantages (counterparts) for using this (these) methodology (s)?</li> </ul>
<p><b>In the classroom...</b></p>
<ul style="list-style-type: none"> <li>• Do I reproduce the plan? Fully?</li> </ul>
<ul style="list-style-type: none"> <li>• Do I make changes? Why? When?</li> </ul>
<ul style="list-style-type: none"> <li>• Do I improvise? What are the criteria for variability?</li> </ul>
<ul style="list-style-type: none"> <li>• What is the structure of a typical class?</li> </ul>
<ul style="list-style-type: none"> <li>• What method (s) do I use at each stage?</li> </ul>
<ul style="list-style-type: none"> <li>• What methodologies do I use in the interaction? (exhibition, discussion, group work, questioning...)?</li> </ul>
<ul style="list-style-type: none"> <li>• What is my opinion about the different teaching methodologies? What are the advantages and/or difficulties to use this or that method?</li> </ul>
<ul style="list-style-type: none"> <li>• What difficulties do I feel when I interact with students?</li> </ul>