Recommendations developed in the MaMLiSE project for teacher educators and other stakeholders that can foster teacher education going forward and offer guidance for schools

Introduction[1]

We present recommendations for teacher educators and other stakeholders that can foster teacher education going forward and offer guidance for schools more widely. This is with an overall view to enhancing the educational experiences, development, and integration of all pupils in the multilingual school environment. These recommendations are grounded in a child-centred approach to education (see *Universal Declaration of Human Rights* (UN 1948) and *European Convention on Human Rights* (Council of Europe 1953) which recognises the fundamental right of all pupils to learn. They are further supported by EU education policy that seeks to ensure that all pupils reach their full potential with an understanding that for a nation to thrive socially, politically and economically, the rights, needs, and abilities of all pupils must be addressed (Taguma et al. 2009; Council of Europe 2014). Accordingly, returns on education are now widely viewed as a worthwhile investment for society as well as for the individual.

Values such as dignity, equality, and human rights are reflected in the overarching educational framework that we have promoted in the MaMLiSE project (mamlise.amu.edu.pl), and we believe schools can play a key role in instilling these values as well as fostering an appreciation of diversity. We have also argued that it is a core responsibility for schools to educate pupils to become respectful citizens who are prepared to embrace the increasing social diversity of the world today (Parker-Jenkins et al. 2007). This is essential to help advance the key European policy objectives of creating a European knowledge society, building a European cultural space, and promoting European citizenship, in order to ensure greater social cohesion in our communities, countries and the EU as an entity (Council of Europe 2007, 2010, 2014; European Commission 2008b, 2013, 2021; European Commission/EACEA/Eurydice 2019). We also wish to point to the crucial role that language plays as an enabler of access to education in terms of the competencies that all pupils need to develop in the majority language of schooling to be able to achieve their full potential. Furthermore, there is a need to highlight the additional benefits that can be accrued from the inclusion of the full linguistic repertoire

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[1] The full text of the recommendations and more comprehensive discussion of the relevant topics is included in: *Promoting multilingual practices in school and home environments: Perspectives from Germany, Greece, Ireland and Poland* (at: https://www.vr-elibrary.de/doi/book/10.14220/9783737015639).

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of pupils in the learning process, and the maintenance of their home language, where relevant, as a valuable means of personal expression and learning, and for the wider social potential this offers.

In these ways, we argue that education and schooling are inextricably linked to society and are not neutral, which leads to a need for all teachers to play an active role in educating young people to become members of a democratic, multilingual society that values and respects diversity in all its shapes and forms. This includes the linguistic, cultural, religious and ethnic diversity brought into schools through migration with the additional challenges that this brings. All teachers can also help to help build an inclusive educational environment in EU member state schools for children and adolescents in a migrant or refugee situation, whose education has often been interrupted (Council of Europe 2007, 2010, 2011; Dovigo 2018; Koehler & Schneider 2019). For this to occur, there needs to be a fundamental change in the mind-set of many practitioners, in terms of moving away from the dominant values and beliefs of the society they serve, where diversity is not necessarily viewed as an asset, as well as the development of new pedagogical understandings and skills (for a detailed discussion see e.g. Mary & Young 2020). Teacher education and professional development are therefore paramount to enhancing the critical agency of teachers in this area which will be key to reducing prejudices and social inequality (Kirsch 2020).

In support of these educational goals, we offer teacher educators, teachers, and all relevant stakeholders the following nine recommendations which can help them to better support the holistic development of all pupils in the multilingual school environment, in recognition of their diverse cognitive, emotional, linguistic and social needs[2]. This is with a view to building a solid and broad foundation for citizenship, lifelong learning and wellbeing going forward.

1. Adopt a multilingual culture and ethos;
2. Embrace a whole-school approach;
3. Create an inclusive curriculum;
4. Implement multilingual approaches to teaching;
5. Embrace a language-sensitive teaching approach;
6. Assess and address pupils' needs;
7. Foster a positive and supportive learning environment;
8. Develop home-school partnerships from the start;
9. Provide ongoing professional training.

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[2] These recommendations are available also in German, Greek and Polish at the MaMLiSE project webpage: http://mamlise.home.amu.edu.pl (15.05.2023).

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Our Recommendations

Recommendation 1: Adopt a Multilingual Culture and Ethos

For individuals to develop and exploit their linguistic repertoires and to use their language resources in their lives, for the multiple benefits that this can bring, it is necessary to make room for multilingual practices and to adopt a multilingual mind-set in all areas of life and over a lifespan. Accordingly, schools as a whole, and teachers in all classroom contexts, must actively acknowledge, embrace and promote pupils' multilingualism by encouraging and fostering different languages, making them visible and audible, and by developing and implementing language-sensitive teaching in all subject areas (Duarte & Günther-van der Meij 2018, 2020). Encouraging the use of pupils' home languages in the school environment can bring multiple benefits; for instance, it can aid subject learning, facilitate the development of parallel literacy skills in all languages, raise language awareness, show respect and affirm the value of these linguistic assets, and contribute to pupil personal development, self-esteem, and self-identity (Little & Kirwan 2021). Therefore, it is essential that all relevant stakeholders are made aware of these benefits, especially teachers, pupils and parents, as a starting point to developing a multilingual school culture and ethos.

As far as subject teachers are concerned, they need to become more aware of the language(s) known and used by their pupils, how they interact in these languages within the school and home environments, and the ways this can benefit their learning across the academic curriculum. This can also help change the environment in the school as a whole and promote a greater appreciation of the benefits that multilingualism can bring in areas such as language awareness raising and language skills development. Communicating explicitly to pupils that teachers care about their existing language repertoires can also help to foster a more caring and supportive learning environment that sends the crucial message to all pupils that they are valued, and that their knowledge and abilities are recognised. It is also important that parents/guardians hear this message and are encouraged to become actively involved in the education of their children. For instance, they can be advised by schools to use the home language(s) or the language(s) they feel most connected to with their children in their everyday interactions in the home environment (Little & Kirwan 2021) and they can be offered opportunities to learn about the ways in which they can support their children in their learning at school by maintaining and fostering their home language/s.

Recommendation 2: Embrace a Whole-School Approach

In order to bring about the changes outlined above and also not to overburden individual teachers, we favour adopting a whole-school approach involving all multi-professional teams such as teachers, school leaders, school personnel, parents/guardians, and the local communities. However, a whole-school approach may not be feasible to the same degree in all countries or schools as some

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educational systems have legal restrictions governing the involvement of parents/guardians and the local community in school activities. Parents/guardians and their communities can be rich resources for schools and can help build positive attitudes and conditions for reciprocal learning and exchange. We advocate initiatives that are possible in every context such as providing information in minority languages and disseminating information by a web-based portal as well as by face-to-face consultation; establishing home-school liaison coordinators to facilitate contact between school personnel, families, and communities; ensuring that schools develop plans for parental involvement; and providing training for teachers and school leaders on building partnerships with parents/guardians and communities.

We strongly encourage school leaders to be provided with training to implement a whole-school approach to inclusive education of all pupils, including those from migrant backgrounds. Teachers need support from school leaders and colleagues as they make changes to their practice, and to transform their teaching and assessment approaches for the new diversity in the classroom. Furthermore, orchestrated efforts are paramount to make an impact and a whole-school approach is needed to ensure that the changes made in classrooms are not undermined by the overarching school culture that points to a different direction.

For the implementation of new multilingual and inclusive pedagogies as well as a whole-school approach, developing school environments so that they become more diversity-friendly and multilingual, the availability of suitable resources is crucial. In general, structural changes are recommended, such as less teaching hours for teachers to enable them to undertake professional development and to have time for planning and preparation of lessons that take the language needs and abilities of pupils into account. These new kinds of practices can be supported by creating opportunities for subject teachers to work alongside language support teachers and share their expertise and by providing space for teachers to exchange experiences and collaborate. By establishing individual school plans for pupils in need of specific support, and encouraging teachers from the different subject areas to come together for planning and resource development purposes, more systematic approaches can also be developed across the curriculum. This highlights the need for these kinds of collaborative practices to be timetabled centrally so that they can routinely take place. Exploring ways in which the curriculum can evolve in a school-based model should also be encouraged. This would see individual schools deciding on a curriculum that best suits local needs with this situation systematically and routinely monitored and informed by feedback from subject teachers and language support teachers, as advocated for by Trant (1998) earlier.

Whole-school language curricula are a specific approach to align content and strategies in language teaching, including the majority language, foreign languages and heritage language learning.

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This can be beneficial for the development of language awareness and the fostering of multilingualism. Additionally, it can also save time in the classroom if it is successful as individual learners are enabled to use all their languages as a learning resource in the classroom.

Consideration of the wellbeing of pupils should also be prioritised at school. Karakaşoğlu (2020) suggests that in order for pupils to thrive in school and to feel included in the school community, the establishment of a welcoming space provides opportunities for pupils to socialise and to develop friendships. Here too, we suggest that school leaders and teachers should reach out to parents or guardians, to embrace and acknowledge their role in the education of their child. We believe that parents or guardians should also be able to come to the schools and meet their children's teachers or other professionals who work with them. The exchange of information between the home and school can have positive effects on the pupils' education, and it is also important to create a stronger bond between families and schools to help foster mutual understanding and respect between these key stakeholders.

Parents or guardians may face challenges to find time for school activities and to help with homework. They may also lack resources to offer opportunities for their children to learn outside of school and during school holidays. We favour compensatory policies, such as providing additional learning time, after-school activities, and summer schools, and developing partnerships with community centres or public libraries. For instance, public libraries can provide pupils with additional space for studying, access to books and other educational resources, including any additional resources available in their first language(s). Meanwhile, collaboration with local communities and caregivers can help to provide after-school activities to pupils, homework assistance, mentoring services and coaching, e.g. from mentors coming from migrant backgrounds.

If a whole-school approach is to become a reality, then policy makers and schools would have key roles to play in the implementation of such policies. Moreover, education legislation and adequate public funding needs to be in place to support these types of activities. Literature on migrant education suggests that the main barrier to parental involvement is a lack of competence in the language of the country of residence, cultural differences, and a lack of knowledge of the education system and/or resources about the country of residence (Heckmann 2008). This is why translation or interpretation services may be needed to ensure that limited language proficiency is not a barrier to access to the curriculum or to effective communication between home and school (Little & Kirwan 2021a). We recommend that such services be funded by the relevant policy makers, but we are aware that it may be challenging to find professional interpreters for many of the home languages present in a given school.

School leaders play a crucial role in recognising the value of cultural and linguistic pluralism and attaching a high positive value to preserving and reinforcing the first language(s)/home language(s) of all pupils in learning, in addition to the majority language(s) in the country of their residence. The school leadership team, including the principal, senior management and other governance structures, are all key stakeholders in creating and sustaining an inclusive quality school environment. However, school leaders and ancillary staff, though they are often more than willing to support their pupils, may lack specific training in this area. We strongly recommend introducing such training in each country.

Schools also need access to language support teachers, other support staff and/or assistive learning equipment/software to enhance the pupils' learning and integration. In many cases, smaller classes would be better for pupils and teachers alike, and this will require support from policy makers. Moreover, policy makers must fund the hiring of additional teachers in schools with high proportions of pupils from migrant backgrounds to create smaller classes, enable teachers to provide more individualised support and to support collaboration between subject teachers, language teachers and other relevant school staff such as classroom assistants, the learning support team, etc.

Recommendation 3: Create an Inclusive Curriculum

Inclusive education is about ensuring that all pupils feel welcome and included in classroom activities and that they can contribute and experience agency (Rose & Shelvin 2017). We recommend aligning content learning according to the mainstream curriculum, to ensure that pupils from a migrant background are not disadvantaged in terms of accessing content required for their academic progress and success. In this way, schools can become more inclusive, diversity-friendly, and focussed on the pupils' individual needs.

It is also important that teachers find ways of linking curriculum content to pupils' prior knowledge and interests as the curriculum must be relevant to learners if they are to make meaningful connections with it. This can be more successfully achieved in the multilingual school environment by designing a curriculum that is diversity-friendly in general, i.e. viewing topics relevant to the different subjects from different perspectives and by highlighting the contributions made from a more global rather than a national perspective. The implementation of a whole-school curriculum can also help to coordinate learning aims and content and it should be subject to regular review in this regard especially where the multilingual mix and dynamic of the school may be changing.

Additionally, multilingual educational practices include developing the competency of all pupils in the language of schooling, promoting foreign language learning, developing the home languages, offering preparatory classes and providing tailored supports to address any special needs.

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To achieve coherence between the work that pupils are undertaking in their preparatory classes and the wider curriculum, we recommend that language support teachers collaborate and work together to devise joint plans that best support the pupils' progress, as was highlighted previously. Different countries have policies that impact on whether and to what extent pupils receive access to preparatory classes when they arrive at a new school. We recommend that pupils be given ample time for any extra support they may need at this critical stage if this is deemed of benefit to them. We would also highlight the importance of creating routine opportunities for pupils to explore and articulate their own views and to question those of others in all classroom contexts and at all stages of their educational journey, to help them to develop a critical capacity to interrogate differences and to develop an appreciation of diversity.

Recommendation 4: Implement Multilingual Approaches to Teaching

Multilingual educational practices can better identify and respond to the needs of all pupils in linguistically diverse classrooms. These approaches must be prioritised by all teachers working in primary (early years of schooling pupils) and secondary (largely the adolescent pupil cohort) school contexts, both in preparatory and mainstream curriculum classes. As we have highlighted, this involves bringing an increased focus to bear on minority and home languages, language awareness, language use, and language development across the curriculum.

Multilingual approaches draw on a conceptualisation that multilingual pupils possess important linguistic abilities that should be tapped into during instruction for more effective learning. These approaches promote both the majority language of schooling, and minority and home languages where they exist, both in school and in the home environment, while, at the same time, supporting good educational practice more widely. It is also widely recognised that when multilingual pupils use their known languages, they have at their disposal a powerful resource for more effective and facilitated learning leading to enhanced academic attainment (Little & Kirwan 2019). A holistic and inclusive educational approach that includes the pupils' full linguistic repertoire(s) is not only beneficial for multilingual pupils but also supports pupils from a monolingual background in the development of enhanced language awareness.

In practical terms, the approach that we have argued for advises teachers across the subject disciplines to create opportunities for pupils to engage their full linguistic capabilities. This means actively and explicitly encouraging pupils to construct meaning using whatever linguistic knowledge and skills they have at their disposal to make the learning task more meaningful and accessible for them. This may involve, for example, encouraging pupils to discuss tasks in their home language with a peer from a similar first language background rather than obliging them only to speak in the majority

language of schooling. This can be a very useful step in the learning process. However, in the past this kind of L1 interaction has often been discouraged by teachers on the basis that it can impede the acquisition of the language of schooling. We advise teacher educators and teachers to move away from such prescriptive attitudes and to develop a more finely nuanced approach that can take better account of the needs of individual pupils at particular points in the lesson and in their overall learning journey.

Recommendation 5: Embrace a Language-Sensitive Teaching Approach

There are core principles which can guide teachers in the development and implementation of language-sensitive teaching with a view to enhancing the language awareness and language skills of all pupils across the curriculum. Teachers who have taught pupils who are speakers of minority languages may have recognised the crucial role of languages in their subject teaching (Finkbeiner et al. 2022). Some may have noticed the benefits of a language-sensitive teaching approach for all pupils struggling to acquire formal registers. However, the research literature has indicated that too often, subject teachers have lacked awareness of this approach and the enhanced learning outcomes it can bring due to a lack of teacher education in this area (Farrell & Baumgart 2018). In MaMLiSE book (https://www.vr-elibrary.de/doi/book/10.14220/9783737015639), we offer practical suggestions as to how subject teachers can develop and implement this approach, highlighting a wide range of strategies that they can routinely embed and draw on in every lesson to ensure that the subject content is made more accessible to learners and that they can all participate and engage fully in the lesson.

Teachers have at their disposal strategies that they can use to scaffold the learning process such as by modifying their interactional language use to suit the different levels of proficiency amongst pupils in relation to the language of schooling, by using targeted repetition, and by generally ensuring that pupils are helped to notice key information, have opportunities to articulate their understandings, and are provided with ongoing formative feedback including in relation to their language use. Meanwhile, there are also functional pedagogical approaches that can enable teachers to raise awareness and skills in relation to subject specific genres and registers in texts, to better scaffold learners and improve outcomes in relation to language of schooling. In this regard, a key recommendation for teachers is that they become more adept at text analysis using a systemic functional perspective, and that they transfer these skills to pupils to aid their reading and writing skills in the language of schooling, to make subject content more accessible, and to help develop learner agency. However, for this to occur, subject teachers require upskilling in these areas and in relation to language sensitive teaching and how they can apply it in their own subject area, more widely.

Recommendation 6: Assess Pupils' Needs

In an attempt to better cater for the educational needs of all pupils in the linguistically diverse classroom, we recommend assessing individual pupils' needs as a first step towards developing suitable pedagogical responses. Assessment of this kind must be comprehensive and reviewed on an ongoing basis to take account of pupil progress and development. It should also be noted that pupils from migrant backgrounds are a diverse group and should be viewed as individuals with their own needs, learning preferences and abilities. While some may share a common language and/or culture they can differ in terms of their linguistic, cultural, and socio-economic backgrounds as well as their previous experiences in life and education (Faas et al. 2015b). We suggest that teachers recognise and value individual pupils' unique cultural and linguistic resources, and that they also assess where pupils may have additional learning needs. This is with a view to providing them with tailored supports where needed within a whole-child approach.

We also think that it is vital for newly arrived pupils from migrant backgrounds to receive orientation to help them adapt to the new school environment and support their language acquisition. Although whole curriculum and multilingual teaching approaches are valuable for all pupils, additional supports are likely to be needed for some to help them to develop competency in both everyday language use and in the more formal language off schooling to enable them to express their basic needs and integrate socially, and to help them access the curriculum as quickly as possible, especially in the post-primary school context where the academic challenges are greatest.

Recommendation 7: Foster a Positive and Supportive Learning Environment

We share the view that schools are not only responsible for addressing the cognitive needs of pupils, but that they must also support them socially and emotionally (Roffey 2012). They can do this by creating a learning environment which encourages positive interactions between pupils and between pupils and teachers, actively counteracts discrimination, and which modifies classroom routines, arrangements and groupings to ensure enhanced learning experience (Petty 2016).

As this book has highlighted, in classrooms where there are pupils who have experienced displacement and trauma, a trauma informed teaching approach is essential. We recommend that teachers examine different sets of vulnerabilities that accompany direct and indirect displacement to be able to respond appropriately. While education and training systems clearly can and should play a role in promoting the overall well-being of pupils with such backgrounds, schools should work closely with other agencies as part of a broad and coordinated effort encompassing education, health, social and welfare systems, and community organisations.

If learning environments are not inviting or feel threatening to any pupils, irrespective of their backgrounds, or if their psychological needs are not met, this is likely to impact on their ability to

learn (Woolfolk et al. 2008). In particular, pupils from migrant backgrounds need to feel accepted and safe to be able to learn and to try things that they may find linguistically challenging or that may be entirely new to them. Research has found pupils' decisions to leave school early "are made consciously and often amount to the perceived cultural irrelevance of the school and an absence of respect by the school for their lives" (Byrne & Smyth 2010: 32). Therefore, explicitly respecting and valuing learner diversity in all school practices is vital to ensure pupils feel included.

Initiatives that recognise identities are important for pupils to help them establish a sense of belonging. Pupils' backgrounds are important prerequisites for social and personal learning in school. Bias-free perception of self and others is a prerequisite for empathy, social learning, and respect for others (Masterson 2017). Diverse classrooms are a rich resource for all pupils because expressing different perspectives can contribute to the development of awareness and tolerance of multiple perspectives. Collaborative learning activities such as cooperating on projects, where pupils can learn from the input of others, add to the knowledge of all learners. However, ignoring the lived experiences of minority groups is a commonly observed occurrence in educational matters; (Szczepaniak-Kozak & Adamczak-Krysztofowicz 2021, Waśikiewicz-Firlej et al. 2022). This may contribute to why education activities and programmes seeking to critically deconstruct systems of inequality are impeded (Bryan 2010). Ignoring inequalities and failing to challenge existing representations of migrants must therefore be challenged to ensure that all pupils matter and are valued.

Recommendation 8: Develop Home-School Partnerships from the Start

We recommend that the quality of home-school relationships be nurtured as research has shown that opportunities to work in home-school partnerships for the benefit of pupils is associated with enhanced educational outcomes (Beveridge 2013). European educational policy also supports the development of such partnerships (European Commission 2015). We thus recommend that parents/ guardians and families need to be recognised and adequately supported as co-educators in a child's learning. In the case of pupils from migrant backgrounds who are at the greatest risk of marginalisation, we recommend that their schools adopt a range of strategies to engage and support their families to nurture partnership from an early stage.

We recommend that policy makers support the creation of parent/guardian ambassadors or cultural assistants to improve communication between the school and migrant communities. This should not be a one-way effort, and schools should review their means of communicating with families regularly and find suitable forms for all families. We also recommend that schools encourage parents/guardians to attend school events as these provide them with valuable opportunities to meet their children's teachers, and in this way also to build closer relationships. Schools also need to be

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aware of the explicit and implicit expectations they have of families to support their children in their learning, for example with homework. To fulfil these expectations, some families will require support. For home-school collaborations to succeed, there should be transparent expectations and clear communication between home and school.

Furthermore, it is imperative that policy makers fund language and literacy classes for families. We suggest that providing funding for interpretation or translation services is helpful in multilingual school environments and that policy makers have an important role to support such a key service essential for effective home-school partnerships. Furthermore, organising a regular programme of activities around all aspects of school life may enhance parental engagement in school life. Families from migrant backgrounds can also benefit from mentoring schemes involving teachers or parents with the same first language(s). This can be particularly beneficial where parents are not proficient in the language of schooling. We recommend that policy makers provide funding for these activities and initiatives.

We also underscore the importance of schools developing a positive relationship with parents and valuing their cultural and linguistic diversity as research has shown that parental involvement is one key factor to enable parents to support their children's learning (Cox-Petersen 20101). Educational partnerships take time and effort to develop but once the time has been invested, the benefits are endless for all groups and individuals.

Recommendation 9: Deliver Professional Training

We strongly recommend that initial teacher education programmes prepare all future student teachers for multilingual teaching and learning and language sensitive teaching. Professional development in these areas should also continue throughout the professional lives of teachers given the challenges involved, not least that practitioners may need to manage classes involving pupils with a range of proficiency levels in the language of schooling.

Good practice involves the provision of training to all teachers, not only language teachers but also subject and preparatory classroom teachers. This will enable all teaching staff to be more responsive to the linguistic diversity of pupils. Effective teaching for diverse pupils demands a high level of transcultural understanding, and knowledge and experience of pedagogical approaches that incorporate pupils' prior knowledge in the learning process. Cultural awareness, especially in classroom communication, is also critical.

Teachers will also need to collaborate with support staff and other professionals and educational stakeholders and to feel supported by these. School leaders and other staff members also

require training to equip them with knowledge and skills to support pupils from linguistically and culturally diverse backgrounds. These skills are not necessarily easy to acquire through formal training (Arnot et al. 2014). For this to occur, policy makers, teacher educators and school leadership will need to be involved in the design, delivery and implementation of the training.

Building support for a more appreciative approach towards diversity and valuing the migrant school population is worthwhile as it opens opportunities for the school community and society to learn from and with each other. Developing shared values and beliefs that value diversity in school environments is also beneficial for the successful integration of pupils from migrant backgrounds.

We advocate for teacher training in pedagogical approaches for second-language learning and to develop their competency in recognising and helping children overcome trauma. We also consider it essential that teachers are educated in effective evidence-based approaches for promoting awareness for working in multilingual contexts, and to familiarise them with general evidence-based principles for catering for multilingual pupils and how to apply these in their own school context. Training is also important to strengthen teachers' and school leaders' capacity for evaluation and assessment to monitor pupils' progress and performance. Initial assessments are necessary to determine the level of the pupils' knowledge and skills when they enter the school. This type of training ensures that the schools can assess pupils from migrant backgrounds accurately, devise plans and offer appropriate pedagogical support. While schools may plan to offer a holistic approach and cater for the pupils' needs as they arise, unless school personnel have professional knowledge, and access to appropriate materials and resources, these plans will remain largely aspirational. Thus, policy makers need to be on board to provide the prerequisite policies and resources.

Policy makers must support the resourcing of dedicated time in the school calendar for implementing professional development. This time would be available to staff on a regular basis. Relevant information and tools would also need to be provided to the school to foster competency in multilingual approaches and language-sensitive teaching as well as cultural sensitivity.

Finally, it is advisable to ensure a whole-school commitment to inclusive practice. Professional development initiatives ought to be mandatory for the school management team. Policy makers must ensure that adequate funding is provided to enable each school community to create and sustain a positive teaching and learning culture built on a shared vision for a respectful, tolerant and inclusive school community. Furthermore, an ongoing review of successes and challenges could ensure that the school community continues to be responsive to the needs of the whole school community, routinely examining how to enhance teaching and learning.

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Concluding Thoughts

Teaching pupils from a migrant background through holistic, multilingual and language-sensitive teaching and learning approaches can be an enriching experience for all. Most importantly, educating pupils for citizenship and equipping them with European values are beneficial for both the individual and society. Challenges such as a lack of resources and limited access to professional training opportunities for all school personnel needs to be prioritised and adequately resourced through national government policy initiatives in the different countries for a real change to be sustainable. As Fullan (2016: 37) suggests, "individuals and groups working together have to become clear about new educational practices that they wish to implement". However, in education contexts preoccupied with raising academic attainment, the holistic needs of learners from migrant backgrounds may not be fully recognised and can result in a profound sense of loss for them as they come to believe that education is not for them (Hamilton 2013).

Teachers interpret and implement government policies. However, they do this following their own interpretation of recommendations as is evident in the ways that educators put them into practice, and the fact that some do not do this at all (Ball 2013). This may lead to inconsistencies in everyday performance of schools. Due to the policies being too ambiguous and vague, their implementation is left to the ad-hoc interpretation of individual schools (Parker-Jenkins & Masterson 2013), and ultimately may depend on the ethos of individual schools to determine how effective inclusive practices are in reality. We are imagining supporting multilingual practices in classrooms where pupil agency, creativity and minority languages are at the heart of the school culture and ethos.

We recommend including the voices of all the stakeholders such as school leaders, teachers, pupils and their parents/guardians as well as other relevant parties and agencies in the implementation of as many of our recommendations as is feasible in specific educational contexts. It is our hope that readers of our publication will consider reflecting on the new realities of multilingual schools in European countries and implement new pedagogies as well as inclusive educational practices to promote better outcomes for all pupils. It behoves all of the educational stakeholders to work in partnership to give all pupils every chance to succeed and flourish at school, irrespective of their backgrounds.

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