

Migration, diversity and approaches to equity in education

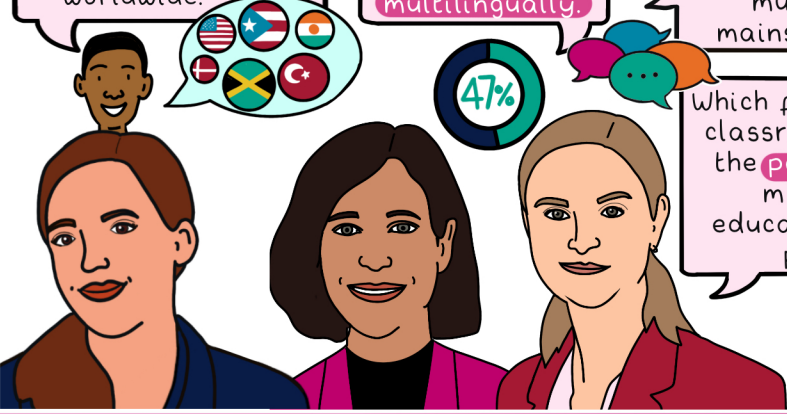
How can immigrant students' linguistic repertoires be incorporated into classroom practices in linguistically diverse mainstream educational institutions?

Linguistic diversity is the reality in most educational settings worldwide.

In Hamburg 47% of students grow up multilingually.

There are **no systematic reviews** on the inclusion of migration-related multilingualism in mainstream education.

Which forms of multilingual classroom practices have the **potential to support** migrant students' educational success and participation?



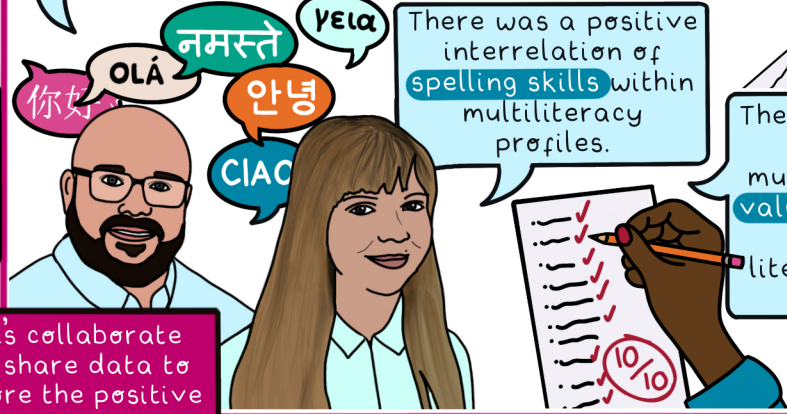
Spelling skills in four languages: multiliteracy proficiency in secondary school students in Germany

Most studies addressed spelling in a bilingual rather than **multilingual** context. So we focused on the latter.

We found that if you were a good writer in one language, **you'd generally be good in other languages** and vice versa.

There was a positive interrelation of **spelling skills** within multiliteracy profiles.

The results underscore the potential of multiliteracy to offer **valuable resources** for contributing to literacy development in schools.



"Let's collaborate and share data to explore the positive impacts of migration and diversity on education."

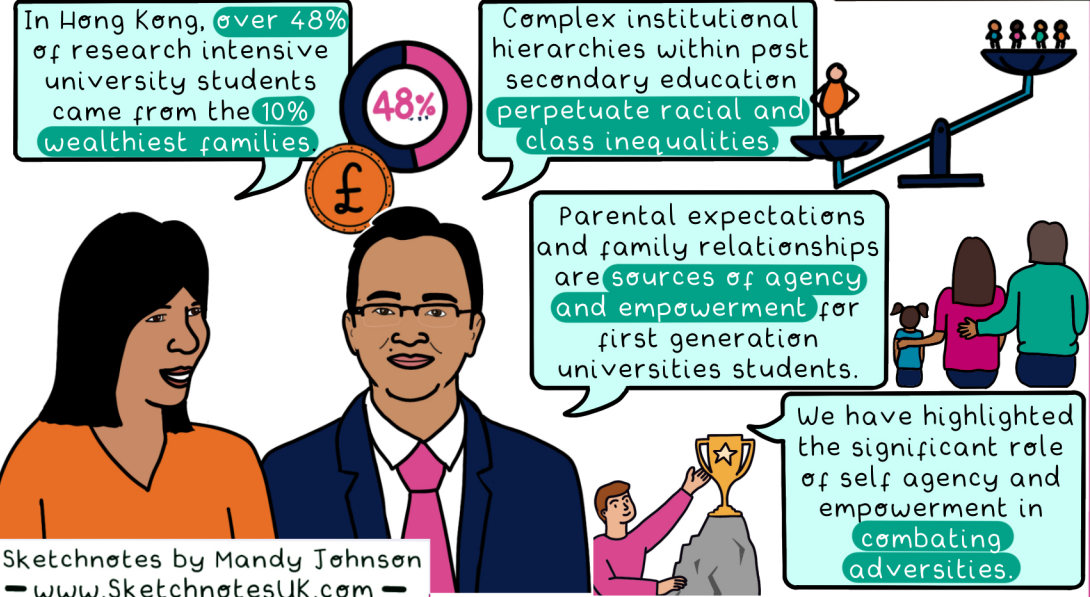
Inclusivity of immigrant and minority students in post-secondary education in Hong Kong

In Hong Kong, **over 48%** of research intensive university students came from the **10% wealthiest families**.

Complex institutional hierarchies within post secondary education **perpetuate racial and class inequalities**.

Parental expectations and family relationships are **sources of agency and empowerment** for first generation university students.

We have highlighted the significant role of self agency and empowerment in **combating adversities**.



Inclusivity, friendship and language learning: boosting collaboration in interactive friendship groups

We have been researching the benefits of **interactive groups** - small and heterogeneous groups with one adult volunteer (not a teacher) per group.

Ramon Flecha suggests **dialogue is a powerful tool** when combined with **solidarity and science** to change our societies for good.

Interactive groups **improve outcomes** in all contexts.

High performers are cognitively challenged by the need to ensure **others succeed**.

Interactive groups create an environment of **solidarity and mutual support**.

