**My best practice & lesson learned**

**OsloMet 2**

Author: OsloMet  
  
Institution: lower-secondary school

Country: Norway

**My good practice**

Description of the context: During the four months of the pilot study we are present in the classroom 2-3 times per week, around 30 students, in two classrooms (12-16 years-old), mixed sex, all of the children were newly arrived migrants from all around the world and several of them were war refugees, all participants were multilingual.

Description of your activities inspired by KIDS4ALLL: At the beginning of the school-year we scheduled the set fixed dates for our visits that suited the teacher. Each session lasted for 2 school hours (45 min for each session with a break half way). Before the pilot we had a meeting with the teachers´ team to discuss the proceedings and practicalities of implementing the pilot. The OsloMet team limited the available competences in order to cover the needs of the KIDS4ALLL pilots. The teachers decided on the fixed buddy-groups, all 3-4 students sitting together throughout the pilot.

At the end of the semester, we had social event including bowling and pizza and a joint exhibition inviting the students from the school involved in the project during that semester. During the exhibition we showed a slideshow with all of the students’ products created during the sessions. The students were also given diplomas for participation in the project.

**My lesson learned**

Success factors:

All the students were newly arrived in Norway. This particular school has a long established practices in working with such children, with a team of specialized teachers. Al the teachers had intercultural competences and their first focus is on helping the children to have a safe, thriving environment around them both at school and beyond. They are very aware of the individual struggles due to migration experiences and thus they work comprehensively to help the students and create a system of support around them. They think that making friends should be the priority for the newly arrived children in school, so they always adapt multicultural tools as universal resources and work in buddy-groups is a natural part of the school environment.

The teachers also have the competence in teaching Norwegian as a second language, so the

Barriers: the language was the barrier on the platform. Until the platform includes all the languages it is not going to be as universal as it could.

The pictures on the platform had the adults and not the children. This meant that the children weren´t visually represented on it, and they did not relate to it.

**My suggestions for you:**

Children learn best from each other, so a focus on friendship and team work in the classroom is most suitable in language learning.

More holistic approach to a student creating a support system around them gives them a better opportunity to learn.