



Podcasts for teachers working in multicultural classrooms

Transcripts of interviews from Greece, prepared by Web2Learn.

1. Interview with Stefania Oiconomou, a political scientist, highlights the main challenges for migrant and refugee students as language barriers, societal biases, and difficult living conditions that often necessitate working while studying. She emphasizes that motivating these students involves showing them the concrete value of education for building a professional profile and improving their lives. For educators, she stresses the importance of moving beyond traditional teaching to empower students to become socially active and confident.
2. Interview with Rika Romopoulou, an Assistant Professor with extensive experience in bilingual education, identifies key challenges as language barriers, cultural differences, and the emotional stress students face. To motivate students, she suggests creating a safe, inclusive environment, using interactive teaching methods, and celebrating students' cultural backgrounds. She views the educator as a "bridge builder" who facilitates communication, promotes mutual respect, and models openness.
3. Interview with Michalis Moutzikos, a philologist with 15 years of experience, points out that refugee students struggle with complex academic language, adapting to a new school culture, and facing discrimination. He suggests that motivation can be fostered by creating a safe environment, using interactive activities, and leveraging technology. The educator's role is to understand diverse needs, promote a sense of belonging, and lead by example.
4. Interview with Korina Defteraiou, a research collaborator at Web2Learn, identifies the primary challenges for migrant and refugee students as language barriers, cultural integration, and difficulties in socializing and making new friends. She believes motivation stems from building trust, encouraging group work between newcomer and native students, and offering positive feedback. Defteraiou sees the educator's role as fostering respect, adapting learning methods to diverse needs, and engaging with students' families.



5. Interview with Kateryna Boichenko, an educator from Ukraine and a refugee herself, shares personal and professional insights into the challenges faced by refugee students, including language barriers, a sense of "feeling different," and the psychological toll of displacement. She emphasizes that motivation is built on genuine warmth, interactive learning methods, and creating a space where mistakes are permissible. For Boichenko, the educator acts as a "bridge builder," cultural mediator, and psychological supporter.
6. Interview with Foteini Siopi: Foteini Siopi, a teacher with over 15 years of experience in both Greece and the UK, outlines the major challenges for migrant and refugee students as language barriers, social-emotional and psychological trauma, and a lack of adequate support and resources in schools. To motivate these students, she suggests creating an inclusive environment, using trauma-informed teaching practices, promoting social integration through teamwork, and engaging with families.
7. Interview with Evangelia Kyritsi: Evangelia Kyritsi, a clinical linguist with a background in special education for deaf children, discusses the unique challenges faced by this group. These include being a minority in the hearing world, the fact that most are born to hearing parents unfamiliar with deafness, and the severe language and literacy difficulties that result. She stresses that educators need to change their perspective, set goals oriented to the students' specific needs, and raise awareness about the centrality of language to identity and communication.
8. Interview with Eleftheria Nikolaou: Eleftheria Nikolaou, a mathematician with a specialization in special and adult education, notes that challenges vary by student group. For students with special needs, motivation is a key hurdle ; for a local Muslim minority, the primary difficulty is the language barrier, as their mother tongue is Turkish ; and for adult learners, it is balancing studies with family obligations. She believes the educator's role in a multicultural class is to build an environment of unity and use student differences for educational purposes.
9. Interview with Claire Fragiadaki: Claire Fragiadaki, an adult educator in non-formal education, identifies the main challenges for refugee students as language barriers, psychological trauma from their migration experience, and interruptions in their schooling leading to academic gaps. She believes motivation for these students comes from feeling safe and valued in the learning environment. Fragiadaki views the educator not just as a teacher but



as a role model and a consistent, supportive figure for children in a new country.

10. Interview with Argyro Stavridou: With 20 years of experience teaching English, Argyro Stavridou points to language barriers, feelings of isolation due to cultural differences, and emotional trauma as the main struggles for refugee students. She suggests motivating students by using visual tools to overcome language issues, incorporating elements of the students' cultures into lessons, and promoting group work. For Stavridou, the most critical role of an educator is to create a welcoming and safe environment where every student feels respected and included.

1. INTERVIEW WITH STEFANIA OIKONOMOU

SPK_1

Welcome to the podcast series of Erasmus Plus Project - Welcome at school.

In this podcast series, we interview educators who will share their experiences and tips on making inclusive and accessible schools for all.

Today we're excited to interview Miss Stefanie Economo, a political scientist.

Thank you, Stefania for accepting our invitation.

SPK_3

Thank you very much. So hi everyone.

I'm Stefanie Economo and I'm a research collaborator at Web2Learn.

SPK_2

Stefania, how many years of professional work on education do you have?

SPK_3

Now, for over three years now, I've been involved in the design and implementation of educational workshops as well as the creation of pedagogical materials.

SPK_1

Based on your experience, what are the three main challenges you have encountered by migrant or refugee students in the class?



SPK_3

That's a very interesting question.

And in terms of challenges, if I have to summarize only three of them, the first one would be, of course, the language barriers that the students face when they enter a hosting class.

The second challenge is societal biases, so the way the local students and local community welcome or interact with the newcomers.

And the third challenge is that usually the conditions of living of migrant and refugee students in their host societies are quite difficult and quite tough.

Most of those students also work in parallel with their studies.

So I think that's also a challenge for them that doesn't allow them to completely follow all the courses in the educational system.

SPK_3

How can we best motivate those students to participate in educational activities?

SPK_3

Yeah, motivation is key in order to help those students, give them a reason to frequent schools. I would say that one of the best motivations is to truly convey as an educator the value of the education and what they can gain and benefit from these classes.

I mean in terms of skills, make more concrete skills, whether language skills or professional skills.

If these migrant and refugee students seek, in concrete terms, that the classes and the educational system helps them to build a professional profile that will allow them to improve their living conditions, I think that's a good motivation for them to keep moving on and following the classes.

SPK_2

What is the role of an educator in a multicultural class?

SPK_3

Now, it's very important to move beyond traditional perceptions of what an educator or a teacher has to do during a class, during a class, especially in a multicultural class.

So I would say that not only our role is not only to develop skills, life skills and professional skills to students, but also to send in a way empower them to become socially active, socially conscious and feel empowered to take action and shape their well-being in their communities well-being.

It's important that the educator stimulates and inspires newcomers, migrant and refugee students to really build trust in themselves, confidence and feeling welcomed and empowered to do things in their lives.

SPK_2



Based on your experience all these years with doing training, can you share one good practice an educator can use to encourage local students to collaborate with migrant students?

SPK_3

Sure.

So it may feel like a very mainstream idea, but I think what really works great is to have the local students have been merged in groups in teamwork with the newcomers, so migrant and refugee students.

And as a bridge between them, activities that showcase the commonalities between these two groups are very useful.

For example, in one of the workshops we did with the migrant students and local students, it was fascinating to see, for example, how there were not only differences between the two cultures, but also commonalities in, in the cuisine, in language, in the cultural aspects.

So I think that's a very good idea to help those students, both teams, to understand what unites them and what they can gain from collaborating with each other.

SPK_2

And you also share a deep with us on how to achieve integration and inclusion of the micro and the refugee students inside the classroom.

SPK_3

Sure.

Now integration and inclusions are very tough to achieve goals.

However, I think that one of the main objectives of the educational systems is to integrate and successfully include everyone in the host society, in our societies. So if I could share a tip, I would say that ongoing engagement of the educator is key. Talking and discussing in a safe space with all students is key to allow this integration and inclusion to be built over time. So basically it needs time to achieve this result.

But I think creating a safe space for everyone to be included is a #1 tip.

SPK_2

What is the role of the family in student inclusion and how should an education educator deal with it?

SPK_3

Well, it's interesting to observe that in most cases, families of migrant and refugee students are not always present, not all the ones who will come regularly in the school asking for the performance, for example, of their students, in contrast with the families of local students. I think that it's best always for the educators, for the teachers to establish some contact as



regular as possible with those families because most of the time those families, the ones that allow or impede a student, a migrant refugee student to keep going with their studies.

SPK_3

So understanding what the family experiences and what the family thinks of education is key.

SPK_3

So I think that 100% is important to establish this contact with the family and keep discussing with them and offering them the opportunity to see the value of educating their children.

SPK_2

Thank you so much Stefania for your valuable input.

SPK_2

It was a pleasure having you here with us.

SPK_3

Pleasure is mine.

SPK_3

Thank you.

2. INTERVIEW WITH RIKA ROMOPOULOU

SPK_1

Welcome to the podcast Series of Erasmus Plus project Welcome at school In this podcast series, we interview educators who will share their experiences and tips on making inclusive and accessible schools for all.

We are honoured today to host Miss Robopulu.

SPK_2

Hello, welcome to this podcast.

Hello, first of all, thank you very much for inviting me.

It's a real pleasure to be here and to have the opportunity to contribute to this important conversation.

SPK_2



Thank you very much.

SPK_2

What is your affiliation with Robert Pulu?

SPK_3

I am Assistant Professor in the Department of Turkish Studies and Modern Nation Studies at the National and Cappadocian University of Athens, and my research interests include bilingualism and multilingualism and second language acquisition and learning.

SPK_2

And how many years of professional work do you have in education?

SPK_3

I have been involved in education since November 1991 until 2008.

I work as an English teacher at the Greek Minority Bilingual High Schools in Fanari in Istanbul and then following our relocation to Athens, Greece, I have been teaching Turkish and issues related to bilingualism at National Kabodistian University of Athens, Department of Turkey Studies and Modern National Studies since 2009.

SPK_2

So a lot of experience in your time, yes.

SPK_2

Yes, Through this experience, what are the three main challenges you have encountered by students in the class?

SPK_3

From my experience, the three most common challenges could be - a First of all, language barriers. When students are not fluent in the language of instruction, they often feel lost, disconnected, or hesitant to participate. Even simple classroom instructions can become overwhelming. As a result, students may struggle to understand lessons and express themselves, making participation difficult.

And secondly, the cultural differences may also cause some challenges.

So, different norms, behaviors or values can make students feel isolated or misunderstood. They might struggle to understand the local customs, school routines or peer interactions and this can affect their confidence and their ability to integrate socially.

And it's the last thing.

But I think the most important is the emotional and physical challenges or stress because the students usually have difficulty expressing themselves due to their fear of making mistakes and this can lead to anxiety or low confidence.



Some negative behaviour like making fun of other students or bullying also may cause some emotional struggles, and these emotional struggles can impact their ability to concentrate, engage or even attend school regularly. Through these challenges, teachers also need to motivate the students.

SPK_2

Can you share some best motivation practices in educational activities?

SPK_3

I think the IT starts the first.

The best motivation starts with creating a safe and inclusive environment where every student feels valued and in this we can include or the educators should use some interactive or visual based teaching methods because by this the students allow students to engage without needing perfect language skills.

Another one is that I think the and now the most modern is recognizing and celebrating their backgrounds.

For instance, letting them share a story, a song in the class from their culture to bring their culture in class in order to introduce them, their country, their culture and their customs. And with this, by this, this makes students become more familiar with class and they feel more ease to be in class.

Another thing we can do as educators is to make some group work and give them some small manageable roles so they feel useful and gradually build confidence for them.

And the most important thing is building relationships. When they have a good relationship, the students know that someone believes on that in them and they are more motivated to try to, to be, to be involved in the class.

And I think we start from the teacher, I think the educator. - The educator has the the big role and the and the most important role in this, in this relationship, in this building, in this building relationship.

SPK_2

That was actually my next question. What is the role of the educator in such a Class? A multicultural class?

SPK_3

I think the educator has to act like a bridge builder.

The educator becomes more than just a teacher.

They are cultural mediator, mentor and bridge builder in the sense that they should facilitate communication, promote understanding and ensure the equality and for this they should promote mutual respect, empathy, curiosity among students, stand against any form of exclusion, bullying or stereotyping and facilitate collaboration and guide students in



learning from one another.

And it is also crucial to model openness and acceptance. - Students really do follow the teachers example which the teacher is the the the best example for other students to do the same or to behave in the same manner.

SPK_2

Thank you, I do you have a lot of experience in bilingual classes. Can you share one good practice and educator can use to encourage local students to collaborate with newcomers?

SPK_3

I certainly think that in order to have to, to build in a relationship to build and link between local student and newcomers, we can, we can pay a local student.

We can do and pay work and save a local student with a newcomer for both academic and social support. And this Anchorage Anchorageous natural interaction, language development and cultural exchange.

And you know, it's amazing to see how quickly bonds form when students work to work a shared goal. And is this is this is I think the successful this is a success to to to see how how they can form this this this link this bonds are between between each other and shape for the same goal.

SPK_2

Thank you very easy and to implement this kind of practice to pair the students together. What is the 1st tip?

SPK_2

If you could share with us 1 tip what would be it would be to achieve integration and inclusion of the students in the class.

SPK_3

I think that the communication excessively and consistently consistently is the the most important thing.

For example, for migrant students, it could be involved bilingual support or visuals.

Inclusion isn't just about kindness, but it is also about removing barriers to participation and making sure students are truly part of the classroom experience.

And for this the educator should use simplified language bilingual support.

Always shake for understanding and make them make the the students feel seen and hurt or feel that they are in in in they feel good and comfortable in class.

An educator deal with the family of the students regarding the inclusion.

My experience show that families are vital. They are the students first support system. So we have, we have encouraged the families also to to involve in this, all this, all this, all this, all this work. So the education, the, the teacher, the educator should initiate open



communication with the families and offer support in the families language if possible. Sometimes they could. They should invite families into the school community, whether through meetings, workshops or events, and show respect to their background while guiding them gently through the school's expectations. Building trust with families leads to stronger engagement and better outcomes for the students, I think.

SPK_2

Thank you for being here today and for your valuable input. It was a delight. Thank you very much.

SPK_3

Thank you once again for having me. It's been a pleasure to take part in this discussion and to reflect on the importance of inclusion in today's diverse classrooms. I truly believe that creating supportive or respectful and inclusive learning environments benefits all students. And I'm grateful for opportunities like this to share ideas and learn from others. And you know, because when you want to to share all these, all these thoughts and this everything we, we each other, we learn about from this. We just, we don't just teach something we learn from, from the students.

SPK_3

Thank you very much.

3. INTERVIEW WITH MICHALIS MOUTZIKOS

SPK_1

Welcome to the podcast series of Erasmus Plus Project. Welcome at school. In this podcast series, we interview educators who will share their experiences and tips on making inclusive and accessible schools for all. Today with us we have Michalis Moutzikos. Hello Michalis, happy to have you here with us today in our episode.

SPK_3

Hello.

SPK_2

Could you please tell us your line of work and how many years do you work in education?

SPK_3



I've been working as a philologist in education for 15 years in secular education.

SPK_2

Through your experience, what is... What are the three main challenges encountered by students in the classroom?

SPK_3

First of all, they have difficulties in understanding complex academic liquids using secondary school subject, for example literature, history. They face difficulties writing presentation exams.

The second challenge is the cultural degradation as they have to adapt to a new school that follows some rules that may be totally different from their country. Also, refugee students are victims of discrimination. They struggle to make new friends in the school.

SPK_2

Correct.

All of these many severe challenges they are facing as an educator.

Besides trying to go through these challenges and overcome them, what is the best motivation they can use for students to participate in educational activities?

SPK_3

Well, the role of the case story is very important in motivating refugee students. The educators would create a safe environment first of all, where all students feel accepted and safe to express themselves. Their lessons would be based on interactive activities that engage students and other ways to motivate students in the class. It's to use the use of the technology through the interactive boards that we have installed in classes nowadays. As you know, the new technologies catch the attention of students because they are very familiar with them. It is important finally, to break the students into smaller groups in order to work in collaboration and exchange their ideas in small groups.

SPK_2

Beside a motivator, what is the role of an educator in a multicultural class?

SPK_3

First of all, the educators should understand the different needs of students. I'll have to overcome all these difficulties. The lack of language knowledge is a big issue, so it's important to show that all students have a good understanding of Greek. Like the case also should promote the sense of belonging in a Greek school and take courage all students to express themselves without any fear. She has to lead by example and so inclusive their length based on the needs of each group.



SPK_2

Thank you, you have many years in this sector.

SPK_2

Can you share with us 1 good practice you have used to encourage local students to collaborate with newcomers?

SPK_3

Yes, a good practice that I have used the classes to allocate tasks in groups that evolve native and refugees. The students get to know each other better and collaborate in the framework of school experience.

SPK_2

Also, one tip that your fellow educators can use to achieve integration and inclusion of migrant or refugee students in the class.

SPK_3

I would say that the most important thing is achieving integration. The inclusion of the refugee students is to to strengthen the connection between native and refugee students. The educators should create a safe environment with open communication.

SPK_2

Let's talk a little bit about the refugees family. What is their role in their friends or daughters inclusion and how should the educator deal with?

SPK_3

This the role of parents is very important. The educators would contact parents and to inform them about any issues or difficulties that the students face. Would also advise families to help them to adjust to a new category environment of the hosting country.

SPK_2

Mr. Moutzikos, thank you very much for your input. It was a pleasure having you in today's episode.

SPK_3

My pleasure.

SPK_3

Thank you very much.



4. INTERVIEW WITH KORINA DEFTERAIU

SPK_1

Welcome to the podcast series of Erasmus Plus Project. Welcome at school. In this podcast series, we interview educators who will share their experiences and tips on making inclusive and accessible schools for all.

We are happy in today's episode to host Miss Corina Defteraiou. Welcome.

SPK_3

Thank you very much, Claire.

SPK_2

Can you please tell us your affiliation?

SPK_3

I'm working for Web to Learn as a research collaborator.

SPK_2

How many years of professional work and education do you have?

SPK_3

I have nine years of professional experience and education.

SPK_2

Through this experience, can you please share with us three main challenges that students encounter in the class?

SPK_3

Well, my experience is that the non formal education mainly through educational activities implemented in schools complementary to formal education.

SPK_3

Thus, I have worked with students of migrant and refugee background and there are three main challenges that I have detected are the following language barriers.

SPK_3

First of all, which means that some of the students does not understand and speak the language of the host country.

SPK_3



Secondly, another challenge is the cultural integration.

SPK_3

The students have to adjust to the norms of a new school environment, and this is not always so easy.

SPK_3

And finally, I think that to make new friends socialising the.

SPK_2

Educator having also to deal with these challenges of the students, they also have to motivate them to participate in educational activities.

SPK_2

How can this be done based in your work?

SPK_3

Right, they're all for education is of vital importance to motivate students.

SPK_3

So for refugee and migrant background, first of all, it is important to build the trust between the students and to cultivate the sense of belonging to the new school community.

SPK_3

Moreover, it is important to encourage group work and bring refugee and migrant students in the same groups with native students in order to build connections and peer acceptance.

SPK_3

Last but not least, I would say that the educator is very important to praise the efforts of the students, give them positive feedback, be patient and celebrate small achievements in the collective way.

SPK_2

Thank you.

SPK_2

What do you believe is the role of the educator in a multicultural classroom?

SPK_3

Well, first of all the educator has to foster respect between the students irrespective of the students cultural background.



SPK_3

The educator should also adapt his learning methods to the diverse needs of the students and promote collaboration and inclusion.

SPK_3

Finally, I think it is important to engage the parents and the family in general and inform them about the students progress and their specific needs.

SPK_2

Although there are many methods that we can encourage local students collaborate with newcomers, can you share with us what good practice that you have found to be very successful?

SPK_3

Sure.

SPK_3

Yeah, the educator could ask for volunteers from the native students to help a newcomer student to do to adjust to the new school environment and its norms.

SPK_3

For example, help the newcomer to navigate to the school building, to understand how the program works, what is expected from him, etcetera.

SPK_3

This could reinforce the connectivity between the newcomer and the native student.

SPK_3

This practice will also help for the newcomer to feel welcomed and accepted and create and build their first relationships with his peers.

SPK_2

Thank you.

SPK_2

Can you can we also ask for you to share with US1 tip that we can achieve integration and inclusion of migrant or refugee students in the class?

SPK_3

Most of the times I think that the educators are void to discuss about the cultural differences



of the refugee students, but I think that they should discuss openly the cultural and linguistic differences and point out that everyone is different from one another, but this is an opportunity to learn from each other and broaden our horizons.

SPK_2

Now I would like to ask about the family of the students.

SPK_2

What do you believe is the role of the family in inclusion and how can an educator deal with this?

SPK_3

Well, well, as I have already mentioned, the role of family and parents is very important in order to integrate newcomers in the school.

SPK_3

The school should build trust first of all with the families, explain them the rules of the school system and support the families to their needs by counselling mainly.

SPK_2

Thank you so much for your input, Mr.

SPK_2

Tareo.

SPK_2

It was a pleasure having you with us today.

SPK_3

It was it was also a pleasure for me.

SPK_3

Thank you so much for your questions.

5. INTERVIEW WITH KATERYNA BOICHENKO

SPK_1

Welcome to the podcast series of Erasmus Plus Project.

Welcome at school - In this podcast series, we interview educators who will share their experiences and tips on making inclusive and accessible schools for all.



SPK_2

Today, we're excited to interview Miss Katarina Boenchenko.
She's an educator from Ukraine.

SPK_2

Hello, Katarina.

SPK_3

Hello, thank you very much for the kind invitation.

SPK_3

It's a pleasure and big honor to be part of this important initiative, and I'm delighted to share my story, my professional perspective on education and some personal insights I've gained as Ukrainian refugee and a mother of two wonderful daughters.

SPK_3

And before the war in Ukraine started, I lived and worked in Kiev.

SPK_3

And however, when we had to leave our home and settle in Poland for over a year, my entire understanding of education and inclusion was transformed by personal experience.

SPK_2

How many years of professional work on education do you have, Katarina?

SPK_3

Oh, I've been working in the field of education for about 15 years and my background is somewhat worried.

SPK_3

I started as a university lecturer and over time I became a mentor in international educational projects where I discovered my passion for community driven learning and civic education.

SPK_3

And I've also spent a good deal of time researching how technology can be leveraged to make learning more accessible for diverse groups, ranging from migrants and refugees to children in remote rural areas.

SPK_3

And of course, I focus on creating online and hybrid learning experiences that breakdown



barriers, whether those barriers are physical, geographical, linguistic, or culture.

SPK_2

Katarina, what are the three main challenges I encountered by migrants or refugee students in the class?

SPK_3

Let's talk about the three main challenges I've observed, both from a research standpoint and from personal experience.

SPK_3

For students who enter new classroom, especially those who are refugees, migrants or otherwise come from marginalized contexts, the 1st and often the most visible challenge is language barrier.

SPK_3

For example, imagine being surrounded by peer who peers who are joking, chatting and asking questions in a language you don't fully understand.

SPK_3

And my elder daughter, who is naturally very outgoing and sociable, became unusually quiet during her first weeks in the Polish school.

SPK_3

She told me it was because she was never entirely sure what was being said, and she was afraid she might say something wrong and be laughed at or just feel foolish.

SPK_3

And this sense of hesitation can stifle participation and slow down learning dramatically.

SPK_3

And the second challenge is that sense of feeling different, which can sometimes verge on feeling excluded.

SPK_3

Even if the local community is welcoming and kind, the newcomer can't help but notice they're unfamiliar with local traditions, inside jokes or, for example, culture references.

SPK_3

And finally, there is a psychological and emotional toll.



SPK_3

Refugees, for instance, come with the trauma of leaving home, losing the sense of security they once had.

SPK_3

And for child who already feels displaced, every small failure or misunderstanding can be amplified.

SPK_3

How?

SPK_2

Can we best motivate these students to participate in educational activities?

SPK_3

Given these challenges, how do we encourage and motivate refugee or migrant students to fully participate in educational activities?

SPK_3

I think that above all, genuine warmth and acceptance matter.

SPK_3

It's the small gestures, a kind greeting in the students native language, or a smile or an other of help that signal to a child that they are truly welcome.

SPK_3

For example, my younger daughter's preschool teacher, for instance, started every morning with a group song and round of hugs.

SPK_3

And it might sound minor but it completely changed my daughter's mood and sense of belonging.

SPK_3

And a close second is using interactive hands on learning methods, for example, when When language is a barrier, visuals, movements, music and group activities also can help.

SPK_3

And finally, giving students the freedom to make mistakes without judgement is incredibly motivating.



SPK_3

Let them know it's OK to struggle with pronunciation or grammar.

SPK_3

This is a part of the learning process.

SPK_3

When teachers and peers create an atmosphere where situations are welcome and experimentation is encouraged, students feel safer to try.

SPK_3

And of course, this is especially important for refugees who might already be dealing with the significant emotional weight.

SPK_2

What is the role of the educator in the multicultural class?

SPK_2

What do you believe?

SPK_3

That is a very interesting question.

SPK_3

I think the educator in such a setting becomes something of a bridge builder, connecting the students past experiences with a new educational environment and this role.

SPK_3

It involves multiple facets.

SPK_3

First of all, a teacher must be a facilitator.

SPK_3

Rather than being their all knowing authority, the teacher becomes a guide, helping students find information, collaborate and discover their own strengths.

SPK_3

Culture mediator.

SPK_3



You don't have to speak every language to show respect for your students backgrounds, but if you welcome in words in the students mother tongue or even the simple act of encouraging them to share their culture, traditions can open the door to greater understanding.

SPK_3

And of course, I think that teacher must be psychological supporter and connector, because teachers often have to function as unofficial counsellors, keeping an eye out for signs of stress or anxiety.

SPK_3

And they can't can't solve every emotional issue.

SPK_3

But they can create a classroom, classroom climate where it's safe to talk about feelings, fears, and hopes.

SPK_2

You already mentioned good practice by your daughter's teacher to make them feel more relaxed in the morning with the songs.

SPK_2

Can you share another good practice an educator can use to encourage local students to collaborate with the newcomers?

SPK_3

Oh yes, with great pleasure.

SPK_3

So I love sharing one example because it's so straightforward yet so effective.

SPK_3

It is to organize a culture exchange day or even a shorter classroom activity where local students and newcomers, payers pair up to present something about their cultures.

SPK_3

It could be a favorite food tradition, a song, or even something as simple as photograph that's meaningful to them, and this approach naturally fosters dialect and helps break the ice.

SPK_3



For example, my daughter performed the world renowned Christmas Carol Chadrick by Ukrainian composer McCullough Ireland Tovich and this melody, which became the basis for the English language Carol of the.

SPK_1

Bells has.

SPK_3

Deep roots in Ukrainian culture and history, and your performance was a way to share a part of our national culture heritage with new friends and teachers.

SPK_3

And of course, it helps her feel more confident and integrated into your new environment.

SPK_2

What is 1 tip you would like to share to achieve integration and inclusion of the migrant or refugee students inside the class?

SPK_3

Sure, I strongly recommended establishing a body system.

SPK_3

Assign each newcomer one or two local bodies who can help them navigate the school environment, from finding their classroom to understanding break schedules or local SLAM.

SPK_3

And this system benefits both the newcomer and the local students.

SPK_3

And newcomer gains a peer guide while the local student develops empathy, leadership, and expanded worldview.

SPK_3

And additionally, name and celebrate diversity openly instead of ignoring differences or pretending everyone is the same.

SPK_3

Say something like we have classmates from multiple countries and cultures and that's our strength.

SPK_3



And this shifts the perspective from She's different to she bring something new and interesting to our classroom.

SPK_2

What is the role of the family in students inclusion and how should they educate or deal with it?

SPK_3

I think that the child's family is central to their well-being and readiness to learn.

SPK_3

However, for families who have recently arrived as refugees, resources may be scarce emotionally, financially and linguistically.

SPK_3

And in many cases, parents might struggle with the local language just as much as their children do.

SPK_3

And of course, they might also be juggling paperwork related to refugee status, job hunting, or finding stable housing.

SPK_3

And when parents feel included, they are more likely to collaborate with the school, support their child's education at home, and actively participate in the integration process.

SPK_3

And of course, this can also involve inviting families to school events, culture celebrations or parent teacher meetings that are adapted for non-native speakers.

SPK_3

For example, providing interpretation or offering bilingual handouts.

SPK_3

And of course, the key is consistent communication and the genuine willingness to understand the family situation without judgement.

SPK_2

Thank you so much Katarina for your input, it was very valuable.

SPK_3



Thank you for for inviting me to this interview and giving me the chance to share my story.

SPK_3

And I'm genuinely grateful to be able to connect with others who are passionate about inclusive education.

SPK_3

And if there is one final thought I'd like to leave you with is this.

SPK_3

Never underestimate the power of empathy and connection in our fast-paced world.

SPK_3

Slowing down to recognize each student's unique journey can make all the difference in their educational experience and of course, in their lives.

SPK_3

Thank you.

6. INTERVIEW WITH FOTEINI SIOPI

SPK_1

Welcome to the podcast series of Erasmus Plus Project.

SPK_1

Welcome at school.

SPK_1

In this podcast series, we interview educators who will share their experiences and tips on making inclusive and accessible schools for all.

SPK_2

Today we're happy and honoured to host Miss Fotinisiopi.



SPK_2

Welcome Missiopi.

SPK_2

Thank you for accepting our invitation.

SPK_3

Thank you very much for the invitation and the opportunity you are giving me.

SPK_3

It's my honour.

SPK_2

Can you tell us a little bit about your professional background?

SPK_3

Sure, right.

SPK_3

I have obtained both my undergraduate and postgraduate degrees in England and I have worked as a teacher in public and private schools both in England and Greece.

SPK_3

For more than 15 years.

SPK_3

I have been teaching the English language and have been preparing school and university students who travel to Europe and the USA for undergraduate and postgraduate studies.

SPK_3

I am currently working as a full time employee for ICSD.

SPK_3

Throughout my course of education and professional career, I have been dedicated to the idea of international cooperation and European integration.

SPK_3

My personal experience and knowledge achieved over the past several years are my strengths and it would be my pleasure to introduce myself to the audience of this podcast.

SPK_2



Through your experience, can you tell us three main challenges that refugee students encounter in the classroom?

SPK_3

Students in classrooms face a variety of challenges depending on their unique circumstances, let alone being migrants or refugees.

SPK_3

To begin with, I would like to mention the language and communication barriers.

SPK_3

Language barriers are a significant hurdle for migrant and refugee students.

SPK_3

Limited proficiency in the host country's language can impede their ability to understand lessons, communicate with peers, and engage in classroom activities.

SPK_3

This often results in academic struggles and social isolation.

SPK_3

I would like to mention a second challenge, which is the social, emotional and psychological challenge.

SPK_3

Many have experienced trauma from displacement or conflict, leading to emotional distress such as anxiety, depression, or difficulty concentrating.

SPK_3

Social isolation and bullying further exacerbate these issues, negatively impacting mental health and academic performance.

SPK_3

And finally, lack of adequate support and resources.

SPK_3

Schools often lack the resources to provide tailored support, such as specialized language programs or multicultural training for teachers.

SPK_3

Inappropriate grade placements and insufficient understanding of cultural differences also



hinder their progress.

SPK_3

Addressing these challenges requires comprehensive strategies such as trauma informed teaching methods, inclusive inclusive classroom practices, teacher training, and access to specialized resources tailored to each group's needs.

SPK_2

Thank you very much.

SPK_2

Very important challenges, all three of them that you mentioned.

SPK_2

And how can we best motivate the these students to participate in the educational activities?

SPK_3

Motivating migrant or refugee students to actively participate in educational activities requires tailored strategies that address their unique needs and challenges.

SPK_3

I would like to mention a few of them.

SPK_3

A few strategies #1 we can create an inclusive environment by fostering A welcoming atmosphere, celebrating cultural diversity and promoting tolerance.

SPK_3

Or we could organize activities that connect the school community with migrant families, such as storytelling sessions where student their experiences #2 we can use trauma informed teaching practices.

SPK_3

We teachers we need to understand the potential impact of trauma on learning and behaviour.

SPK_3

We should employ strategies like project based learning and cooperative activities to build confidence #3 we can promote social integration by encouraging teamwork through cooperative learning strategies that help students develop social skills.



SPK_3

And we could pair migrant students with buddies or mentors to ease their transition into the school environment #4 we could think of engaging families.

SPK_3

We can actively involve parents in their children's education, as parental engagement is linked to improved academic outcomes.

SPK_3

And we could provide resources in multiple languages and organize workshops for families to better understand the education system.

SPK_3

Finally, we could implement programs that raise awareness about hate speech and prejudice, helping create a safe space for all students.

SPK_2

Thank you very much for all these ideas.

SPK_2

What is the role of the educator in such a multicultural class?

SPK_3

Well, the role of an educator in a multicultural or linguistically diverse class is multifaceted and crucial for creating an inclusive and effective learning environment.

SPK_3

There are some key responsibilities and also some teaching strategies.

SPK_3

I could mention some of the responsibilities.

SPK_3

For example, educators must have the knowledge about the diverse cultural backgrounds of their students.

SPK_3

They should demonstrate an understanding and appreciation of different customs, traditions, and values, ensuring that their teaching practices are culturally sensitive.



SPK_3

Teachers should also integrate diverse perspectives into the curriculum, ensuring the students see themselves reflected in the material.

SPK_3

This includes using culturally relevant teaching materials and incorporating diverse authors and historical events.

SPK_3

To continue, educators must communicate clearly and effectively across cultural and linguistics barriers.

SPK_3

This involves adapting teaching styles to accommodate divers learning preferences and providing language support when necessary.

SPK_3

We should also be empathetic and serve as role models by promoting respect and acceptance of different cultures.

SPK_3

We should foster a supportive learning environment where students feel valued and heard.

SPK_3

Finally, I should mention that educators need to be flexible in their teaching approaches, adapting lesson plans to meet the unique needs of a diverse student body.

SPK_2

I am sure that through your working experience you have a lot of methods that you use to encourage local students to collaborate with newcomers.

SPK_2

Can you share with US1 good practice for your fellow educators that they can use?

SPK_3

Sure, yes.

SPK_3

One effective practice educators can use to encourage local students to collaborate with newcomers is assigning a language body, which involves pairing a newcomer student with a local student who speaks the same language or is familiar with the newcomers cultural



background.

SPK_3

The language body can assist the newcomer in understanding class activities, provide support during group work, and help facilitate communication between the newcomer and other students.

SPK_3

This approach not only helps in language development but also fosters a sense of belonging and encourages collaboration among students from diverse backgrounds.

SPK_3

Additionally, educators can integrate this practice with broader collaborative learning strategies such as group discussions and project based learning, to ensure that all students work together effectively and contribute their unique perspectives.

SPK_2

Thank you.

SPK_2

What is 1 tip you would like to share to achieve integration and inclusion of migrant or refugee students in the classroom?

SPK_3

One important tip for achieving integration and inclusion of migrant students in the classroom is to create the supportive and open environment for communication.

SPK_3

This can be done by actively learning about the and respecting their unique needs and backgrounds.

SPK_3

For migrant students, this may involve using visual aids, providing language support, or creating a classmate system, a friendly system to help them navigate cultural differences.

SPK_3

Encouraging a culture of respect and empathy among all students is crucial, as it helps everyone feel valued and connected.

SPK_2

You mentioned before about how we could use the family of refugees in to motivated them



for participating in activities.

SPK_2

What do you believe is the role of the family of the students in inclusion and how should an educator deal with it?

SPK_3

By working collaboratively with families, educators can create a supportive and inclusive educational environment that benefits all students.

SPK_3

The family plays a crucial role in promoting students inclusion in education.

SPK_3

For example, families are essential advocates for their children, ensuring they receive inclusive education and equal opportunities so they can create strategic alliances with community actors to demand quality education for all.

SPK_3

Or as family, families can work closely with schools to provide necessary information about their children's needs, strengths and weaknesses.

SPK_3

This kind of collaboration helps teacher teachers tailor educational strategies to meet individual needs.

SPK_3

The home environment is very important, as families can create a supportive home environment that complements school learning.

SPK_3

They can reinforce inclusive values and provide additional learning opportunities.

SPK_3

And finally, families often engage with community organizations to promote inclusive education policies and practices, so they may organize workshops or seminars to raise awareness and support teacher development.

SPK_2

Miss Yopi, thank you very much for your insightful input in our podcast.



SPK_3

Claire, it's been a pleasure.

SPK_3

I hope we can have the opportunity some other time in the future.

SPK_2

Thank you very much.

7. INTERVIEW WITH EVANGELIA KYRITSI

SPK_1

Welcome to the podcast series of Erasmus Plus Project.

Welcome at school - In this podcast series, we interview educators who will share their experiences and tips on making inclusive and accessible schools for all.

SPK_2

We are happy to have today with us Mr. Vaghelia Kirici.

Miss Kirici, thank you for joining today's episode.

SPK_3

My pleasure.

Thank you.

SPK_4

Can you please tell us a little bit about your professional background, your affiliation?

SPK_4

How many years of professional work do you have?

SPK_3

Yes, of course.

SPK_3

I'm a clinical linguist at the National Anchor Pedestrian University of Athens.

SPK_3



I have a first degree in English Language and Literature, and prior to coming here I used to work in special education.

SPK_3

In particular, I have worked at a special high school for deaf and hard of hearing children, and I have also worked at a special vocational school.

SPK_4

Thank you so much.

SPK_4

Based on your experience, what do you find to be the three main challenges that deaf students encounter inside the classroom?

SPK_3

Yes, well, the first main challenge in my opinion, when it comes to deaf children in particular, has to do with the fact that deaf children are a minority.

SPK_3

Deaf people in general are a minority in the hearing world.

SPK_3

In comparison to other cases of atypical learners and learners with speech, language and communication needs.

SPK_3

A few people have hearing loss As a consequence.

SPK_3

The general public is generally not aware of the special characteristics, abilities and needs of deaf people.

SPK_3

So this is 1 main challenge.

SPK_3

Another one has to do with the hearing status of deaf children's parents.

SPK_3

Research has shown that 90% of deaf children are born to hearing parents.



SPK_3

This means that most parents, most parents to be, don't expect to have a deaf child and they know nothing or very little about deafness.

SPK_3

So if they don't get the right support and guidance as soon as hearing loss is diagnosed, then this communication barrier between the parents and their child can have really adverse consequences on the child's language and overall development.

SPK_3

And then a third main challenge, in my opinion, has to do with the severe language and literacy difficulties that deaf people have.

SPK_3

The the bibliography has shown that language delay is actually the hallmark of deafness.

SPK_3

And this language delay has to do with the difference in hearing status between deaf children and their parents, the communication barrier.

SPK_3

It's heavily influenced by the age of diagnosis when the child was diagnosed with deafness.

SPK_3

So in general, when when deaf children reach primary school, they already have severe language difficulties in spoken language and there's impact on written language.

SPK_3

So again, what research has shown not only in Greece but in other countries as well, is that by the time deaf children leave high school, they have the reading level of her primary school there.

SPK_3

So, as you can understand, we are talking about severe language and literacy difficulties.

SPK_4

Thank you that is so true.

SPK_4

Besides forensic educator to deal with the challenges of the students, he has also to motivate to motivate them.



SPK_5

What do you believe is the?

SPK_4

Best methods to motivate the students to participate in educational activities.

SPK_3

As they progress in the education and they move from primary to secondary education or then to tertiary education and vocational education, deaf students have already accumulated a lot of bad experiences with education.

SPK_3

And these experiences have to do with low grades, communication difficulties, a feeling that no one understands them, a feeling that their needs are not being met.

SPK_3

And therefore to motivate deaf students and educators need to change our perspective and we need to set specific goals oriented to their needs and special characteristics.

SPK_3

And we need to ensure that we develop the right educational activities for these students.

SPK_3

I'm focusing here on deaf students, but apparently this also applies to students with a migrant background.

SPK_4

Thank you.

SPK_5

What do you?

SPK_4

Believe is the role of the educator in a linguistically diverse class.

SPK_3

Well, I think that first of all, the educator needs to raise awareness on what language means and on how central language is to human communication.

SPK_3



Language is many things, and identity is one of these aspects of language.

SPK_3

It's not only a tool to communicate or the foundation of literacy.

SPK_3

Through language, we can communicate with our family, with our friends, we develop psychosocial skills in a multicultural class.

SPK_3

The educator must do everything they can to support language in general.

SPK_3

And if it's a multicultural class, the educator needs to support every language in the classroom so that all students feel that the linguistic, cultural, ethnic background is being respected and supported.

SPK_3

And this will also foster bonding and cooperation among the students and it will also contribute the sense of belonging for each student.

SPK_4

So true.

SPK_4

Based on your experience, can you share with US1 good practice that teachers can use to encourage their students to participate, to collaborate with hearing?

SPK_3

Yes, I think the educator could first invite hearing students present themselves, their family, their interests, and then the child with hearing loss could have the opportunity to do something similar.

SPK_3

The educator could also spend time participating in activities with the students so that hearing students see their teacher doing that first.

SPK_3

I mean the educator could set an example.

SPK_4



And maybe 1 tip for including the deaf students inside the classroom.

SPK_3

Yes, I think joint activities are great.

SPK_3

Activities that require one group to depend on another.

SPK_3

That is, activities that require a hearing student to depend work with a deaf student and and vice versa.

SPK_3

That may require extra time and either party may feel anxious or that it's pointless what they're trying to do.

SPK_3

But I think that at because we live at times when everything happens so fast and we have all got used to getting our work done as quickly as possible, I think it is vital that we all learn again how to stop or ignore the time and think about quality in what we do and especially quality in communication, interaction, education.

SPK_3

So joint activities, despite their difficulties, I think, I think they are a great way to achieve integration and inclusion.

SPK_4

You mentioned before about the families not being ready to deal with the deaf child during their education.

SPK_5

What do you believe is the role?

SPK_4

Of the family in students inclusion and how should an educator deal with this?

SPK_3

I think in general when the the the eventual then the long term aim is child development.

SPK_3

I think family and education mean everything.



SPK_3

This means that in my view family is almost everything and then education is almost everything.

SPK_3

This means that if you have a child from a problematic, let's say family background, then the next resort for that child will be education.

SPK_3

So the child hopefully will have rich experiences through education.

SPK_3

But then again, if the child lives in a supportive family background but doesn't get the right experiences through education, then again, family will help that child develop.

SPK_3

But in general, I think that the educator needs to do everything they can again to to include family in their cooperation with the children.

SPK_3

I think family guidance and participation is very important.

SPK_3

So, you know, very often children leave school after at lunchtime and educators have very little contact with the family.

SPK_3

And very often educators rarely see their their parents.

SPK_3

It's only when they give school grades, but that doesn't really work that well.

SPK_3

I think educators should really be in constant contact with the family.

SPK_4

Miss Kiritz, thank you very much for your valuable input to this post podcast.

SPK_4

Thank you for accepting our invitation once again.



SPK_3

Thank you very much.

SPK_3

Good luck with your research and I look forward to reading your results.

SPK_4

Thank you so much.

8. INTERVIEW WITH ELEFThERIA NIKOLAOU

SPK_1

Welcome to the podcast series of Erasmus plus project welcome at school in this podcast series we interview educators who will Share their experiences and tips on making inclusive and accessible schools for all.

SPK_2

Today we have the pleasure to host this Eleftheria Nicolao.

SPK_2

Welcome to today's episode.

SPK_3

Hello, Clary.

SPK_3

Thank you very much for your invitation.

SPK_3

I'm very happy to be here with you today.

SPK_2

Can you please share with us your profession and how many years of experience you have?



SPK_3

Yes, of course I am a mathematician.

SPK_3

My master's is in special education and I am also specialized in adult education.

SPK_3

Currently, I'm teaching mathematics, both children and adults.

SPK_3

I have been teaching mathematics for more than 10 years, and during this.

SPK_3

I have been teaching children with or without special educational needs, and I have also worked with adults and with students that belong to minorities.

SPK_2

Thank you.

SPK_2

Through these years of your work, what are the three main challenges that students encounter inside the classroom?

SPK_3

Well, as far as students with special education needs are concerned, there are many challenges depending on their difficulties.

SPK_3

Mostly it is hard to motivate them to reduce distractions and gain their trust.

SPK_3

I recently moved in a city where a Muslim minority exists and the main challenge I face teaching the students is the fact that their mother language is Turkish, therefore they find it difficult to speak or understand Greek.

SPK_3

Adult students, on the other hand, besides the fact that they are extremely motivated, get easily bored and tend to abandon classes due to family obligations.

SPK_2



You mentioned motivation as a challenge also, but can you please share with us what do you believe is the best way to motivate the students to participate in educational activities?

SPK_3

Well, I believe understanding each group's different needs is the most important step.

SPK_3

Making them realize that the teacher is not someone that just exists to tell them when they're wrong or right, or someone to just evaluate them.

SPK_3

I think of myself as a person that I owe to inspire them, remind them what education can bring to their lives, and motivate them not to give up.

SPK_2

What is the role of the education in multicultural or or a linguistic diverse classroom?

SPK_3

Multicultural classes are a very common reality in our country nowadays.

SPK_3

It appears that there is an increasing interest from the educators to enrich their knowledge knowledge regarding multicultural education.

SPK_3

In my opinion, the role of an educator is to build and an environment of unity to ensure that students will not reject each others each other and find creative ways to use their differences for educational purposes.

SPK_2

Could you share with US1 good practice that you use and your fellow educators can also use to encourage local students to collaborate with newcomers?

SPK_3

Well, one effective practice is pairing local students with the newcomers for collaborative projects.

SPK_3

This partnership can encourage communication, cultural exchange, and teamwork.

SPK_2



Thank you and 1 tip that you could share so we can achieve integration and inclusion of the migrant students or special needs students in the class.

SPK_3

I usually try to adjust the teaching procedure in a way that can include all students, and I think this is very important in classroom classrooms like this.

SPK_3

A valuable tip is to create a classroom environment that normalizes and celebrates diversity.

SPK_3

This means using materials, visuals and discussions that reflect different cultures, languages and abilities.

SPK_2

In your opinion, what is the role of the family of the students inclusion and how can an educator deal with this?

SPK_3

Well, the family plays the crucial role in a student's inclusion.

SPK_3

They help bridge the gap between school and the students background.

SPK_3

Someone, an educator, should try to build strong, respectful communication with families, should try to involve families in school activities and decisions about their children, and should provide guidance and updates helping families understand how they can support inclusion at home.

SPK_2

Thank you very much for your input in today's episode.

SPK_2

Thank you, Miss Nicolao.

SPK_3

Thank you very much too.



9. INTERVIEW WITH CLAIRE FRAGIADAKI

SPK_1

Welcome to the podcast series of Erasmus Plus Project.

Welcome at school - In this podcast series, we interview educators who will share their experiences and tips on making inclusive and accessible schools for all.

SPK_2

Welcome to this episode.

Today we are excited to interview Claire Fragavaki.

Claire, welcome.

SPK_3

Thank you for the invitation.

SPK_3

Thank you so much.

SPK_2

Claire, tell us where do you work and in which sector please?

SPK_3

I am an adult educator with background in non formal education.

SPK_3

Currently I'm working in web to learn.

SPK_2

Have have you been working many years in this area?

SPK_3

I have been working professionally in this field for the past five years.

SPK_2

Claire, what are the three main challenges that you think students in class encounter?

SPK_2

What is the specific context that the students you will be dealing with belong to?

SPK_3



Oh, this is a tough question.

SPK_3

Refugee students often face a unique set of challenges that go beyond the typical classroom struggles.

SPK_3

Like the rest of the students, For me the first and foremost is the language barrier.

SPK_3

Many refugees enter educational programmes with little or no knowledge of the host country's language, nor even the sufficient level of English which would help the interaction.

SPK_3

And this not only effects their ability to follow lessons, but can also lead to feeling isolated or frustrated.

SPK_3

Another challenge is psychological stress or trauma.

SPK_3

These students may have experienced conflict, loss, or long periods of a certainty during their migration progress process.

SPK_3

Third, it can be the lack of the continuing in their education may have encountered schooling or inconsistent access to education, so they might feel a lack of foundational academic skills these.

SPK_2

Were the barriers.

SPK_2

Thanks Claire.

SPK_2

Now, how can we best motivate students to participate in education?

SPK_3

That that is a tricky one for me.



SPK_3

For the refugee specifically, motivation comes from feeling safe and valued.

SPK_3

For refugee students, especially in non formal education, the educator must create an environment where students can feel secure and welcomed.

SPK_3

One way to do this is by creating a personal connection and use interactive hands on activities, maybe like art, music or even storytelling.

SPK_2

I thank you Claire, very insightful.

SPK_2

Being an educator is not easy, right?

SPK_2

In this delicate situation, what is the role of the educator in a multilingual or linguistically diverse class, please?

SPK_3

For me, the educator is not just a teacher, it is a role model.

SPK_3

It can be, especially for those kids, can be the first consistent figure they encounter in a new environment, in a new country, also in multicultural settings.

SPK_3

This role is to recognise and value diversity while at the same time creating a sense of community inside the classroom.

SPK_2

Dealing with this newcomer population is challenging, so bringing together the local students and the newcomers is something that educators may not be very able to do.

SPK_2

But is there any advice on your side on how can educator can bring together local students and newcomers?

SPK_3



Yes, I found also this one very effective.

SPK_3

In my son's school they use this system called the body system.

SPK_3

They use it as add the bullying method, but it can easily be implemented in environments with the refugees or migrants.

SPK_3

The body system is basically a local student is paired with a newcomer to help and assist in everyday school activities.

SPK_3

This kind of connection can support social bonding between the two and can help reduce the newcomers anxiety and also to teach the local students empathy and intercultural skills.

SPK_2

In the same line of integration and inclusion, Any more tips that you would give into this direction?

SPK_2

The body system was a very cool one.

SPK_3

For me it's start small and start with trust.

SPK_3

Everything is the beginning is there.

SPK_3

Before jumping into learning, you have to spend time and build relationships.

SPK_2

Very true, Claire.

SPK_2

Thank you.

SPK_2

And I have a last question for you.



SPK_2

Beyond the educational family, what do you think the role of the family in student seclusion in the social environment can help into this direction of helping the schooling system and wind beyond the school time?

SPK_3

With my experience, I don't have many interactions with families because mostly I was working with refugee minors.

SPK_3

But I think that many refugee families may come from educational systems that are completely different from ours or somewhat different.

SPK_3

They might have some negative experience with some institutions in the past.

SPK_3

It is important to communicate with them, to communicate simple, respectful and in multilingual ways, maybe use some interpreters.

SPK_3

And the goal is to build a partnership with the family so we can work together to support the the students.

SPK_2

Claire, thank you very much for your valuable insights.

SPK_3

Thank you so much for inviting me.

10. INTERVIEW WITH ARGYRO STAVRIDOU

SPK_1

Welcome to the podcast series of Erasmus Plus Project.

Welcome at school.

In this podcast series, we interview educators who will share their experiences and tips on



making inclusive and accessible schools for all.

SPK_1

In today's episode, we're very happy to host Mr. Heroes Tabrido.

SPK_1

Welcome to the Welcome podcasts.

SPK_2

Hi there, happy to be here with you.

SPK_1

Tell us a little bit about your affiliation and how many years of professional work you have on education.

SPK_2

Well, I have been teaching English for about 20 years now and I have been teaching English in both foreign language schools and private lessons.

SPK_1

During your work, what are the three main challenges that you've seen that students, refugee or migrant students, encounter inside the classroom?

SPK_2

Well, mostly I think that they there's a language barrier that they have.

SPK_2

They've got language difficulties, especially students who are new to the country.

SPK_2

That's one.

SPK_2

Well, the second is also that many of them feel isolated.

SPK_2

They mean they feel left out because of the curricular differences that they've got.

SPK_2

They and most importantly many of them students that are refugees, have experienced traumas because they have been in very difficult situations and all these have led to



emotional and psychological struggles that they have both in class and in their personal lives.

SPK_2

And these reflect to how they behave in class and how they bond to other students who are not of the same situation.

SPK_1

Thank you, Arjiro.

SPK_1

With these challenges, the students really, I believe they find it very difficult to find motivation to participate.

SPK_1

What can an educator do to motivate those students for participating more in the educational activities?

SPK_2

Well, seems one of the most difficult problems for them is to the language.

SPK_2

You have to use visual and tools to help them understand what you want to communicate to them and help them group work with other students who are not of the of the same situation like them.

SPK_2

You have to since they come from many different backgrounds.

SPK_2

You also have to integrate in your lesson some of the things that they really know from their culture so that you show that you respect them in this way.

SPK_2

And you have to integrate in your lesson part of their culture so it will be easier for them to understand and participate.

SPK_1

For an educator, besides the typical role of teaching and motivator, what is the most important role that they can have in the multicultural class?



SPK_2

Well, actually the most important for me is to create a welcoming environment for everyone, including including everyone.

SPK_2

Not having anyone left out.

SPK_2

They have to feel that they are respected, that they are safe, that they are part of the group.

SPK_2

In this way, I think that students bloom like flowers and they are better than incorporating with others.

SPK_1

Through your 20 years of work, I'm sure you use a lot of methods to encourage local students to collaborate with newcomers.

SPK_1

Can you share what do you believe is the best practice for this?

SPK_2

Well, I think that you have to not it's not you have to.

SPK_2

The good thing to do is help them work in groups because they share things when they work together.

SPK_2

You pair them up and they work together and eventually by solving, finding solutions or talking about things that they find they have in common.

SPK_2

I think that this is what bonds them and brings them together and help students of every from every nation come together and feel that they are accepted and they become a group and friends eventually.

SPK_1

Thank you, that is a very nice practice.

SPK_1



Share with us please.

SPK_1

1 tip that is used to achieve integration and inclusion of the migrants or the refugee students in the class.

SPK_2

Since we have to work with the language barrier again, I mean, I think that using simple words, simple language in class and visual, visual tools so that they can see what you want them to do can help understand what the exercise is about and how to answer what they're asked to do.

SPK_2

So visual aids and simplified language are the most important tools and the most important tip that I could give.

SPK_1

Thank you.

SPK_1

Thank you very much.

SPK_1

Let's go a little bit to the family of the students.

SPK_1

What is their role in the inclusion and how should an educator deal with this?

SPK_2

Well, the family plays a vital role in a child integration and overall well-being.

SPK_2

So educators should build an open and respectful communication with families.

SPK_2

And when families see that family members see that their children are respected and supported and you have an open communication with them, I think that they really feel integrated.

SPK_2

They really feel part of the local society and I think that everything make what this improves



every situation both in school and in local societies.

SPK_2

I think that there is a connection between home and school and when the family knows that their children are supported that can lead to the students success in school.

SPK_1

Mr.

SPK_1

Brido, thank you for your insightful input to our today's episode.

SPK_2

Thank you.