



INTERNATIONAL SOCIETY FOR KEY WOMEN EDUCATORS
DELTA KAPPA GAMMA™

EUFORIA

Edition 57, Autumn 2021

Dear friends, here is EUFORIA the autumn edition 2021. In this Issue you can still read about how the pandemic affects our community. But you also can read about committee works and various activities of the participating countries.

Thanks to all the members who contributed to this issue with their interesting articles. Also many thanks to Evelyn Goodsell (GB) for her proof reading of the articles. Enjoy reading!



Helga Thorlacius, Iceland

Europe

From the Regional director

YOU HAVE THE OPPORTUNITY TO CONNECT



When was the last time you asked yourself what DKG is for me? Is it the benefit of networking with fantastic educators all over the world? Is it the participation in different educational projects? Is it the attendance in international conferences? Is it a desire to make a difference? Is it the choice of opportunities which let us grow personally and professionally? It will be good if every member asks her own questions and states her own answers.

When I became the European Regional Director in August 2020, I set up the goals to unite more our DKG Europe family, to build a bridge over 8 European state organisations, to have closer connections and to celebrate our cultural diversity. When the pandemic suddenly broke forth it put many of us to a standstill for a while. But then the breakthrough in our technological skills help to create the plan B. Zoom meetings cropped up and our connections became much easier and much more frequent. State meetings with DKG Europe members serving on international committees were very informative and brought together many members from different state organisations.

In April 2021 Europe Forum Committee proposed the idea to carry on educational topics and suggested that each state would organize a virtual event every coming month. This innovative idea created the very first ***European DKG Continuing Education Series***.

Europe states have chosen the following themes for the 2021-2022 series:

2021

Sweden - October 21, Sara Danius. Presenter Jeanette Ranger Jacobsson. WELL DONE!

The Netherland - November 20, Does school stimulate our students in being creative or not?

Germany – December 11, Education and Democracy: Roles of Teachers

2022

Iceland – January, Professional Community of Peers

Estonia – February 10, Environmental psychology from an educational perspective

Norway – March 9, Global challenges on education until 2030

Great Britain – April 23, Women in IT

Finland – May, Well-being

Increased communication has taken place also on chapter level and on international level. Throughout the year the DKG Great Britain Alpha chapter has invited Europe members to their fantastic virtual meetings on different topics. Many thanks to Anne Krisman Goldstein and Dorcas Rogers from DKG Great Britain being initiators of interesting events. I very much appreciate Eija Liisa Sokka-Meaney's enthusiasm from International Communication and Marketing Committee to organize webinars and invite members to read the virtual Get Connected. Marianne Skardeus from International Educational

Excellence Committee is meeting EEC chairs regularly and they brainstorm different ways how to support each other in DKG work.

Please accept the invitations and enjoy well-organized virtual meetings that are offered to you. These events will connect chapter members and states more closely and will a greater understanding of DKG diversity. Also invite a friend! This way we introduce our DKG Society.

Mehmel Murat Ildon has said: *‘Many lives are wasted by just waiting for something good to come from the horizon instead of going to the horizon and finding something good over there.’* Welcome opportunities, continue to make contributions, water them with patience and you will reap the benefits of long-lasting impact on yourself, someone, or something!

Margarita Hanschmidt

ERD 2020-2022

Email: 1704rita@gmail.com



Great Britain



A strange year!

What a strange year this has been! How we have missed meeting face to face! The last time was our AGM held last October 2020.

Fortunately, thanks to Penny, Anne, Joan, Dorcas and Carole, we have been kept in touch with one another via Zoom. They have organized some very interesting meetings covering a wide range of subjects. Some were fun, for example; 'Festive Food', Quizzes and how to make 'Water Lilies'. But the majority of our other meetings were far more serious and 'thought provoking'. At one meeting we were joined by a diverse panel of Black, Asian Minority Ethnic Teachers who shared the experiences of teaching-the prejudices and racially motivated problems they encountered. At another interesting meeting we had a panel of speakers on the topic of 'Education in the time of Covid'. Not being able to go on a walk around the borough of Tower Hamlets following in the footsteps of the Suffragettes, we were taken on a virtual tour via Zoom. Another very pleasant 'virtual' tour was around Sydenham Garden. An alpha member, Barbara is a volunteer there. This is a vital Community project started by a local GP who felt that people needed therapy rather than drugs

How pleased we were when Covid began to ease and life started to return to normal. We held an 'opening up ceremony' Members shared the activities they had been following during Lockdown and we voiced our hopes for the future. One of our members, Alison Ajayi, wrote an excellent poem which we all thought worthy of being published in the 'Collegial Exchange', so watch this space!

Although we have missed meeting together it has also had some advantages. Our members who live at a distance were always able to join the meetings and we were able to welcome our European sisters. We have also been well supported by our Regional Director, Margarita Hanschmidt, and this has been greatly appreciated.

Who knows what the future will hold but, hopefully, we shall soon be able to meet together again, but I am sure we will not completely abandon Zoom meetings as they have opened up all sorts of possibilities for us especially on an International level.

Evelyn Goodsell

State President GB.

Sweden



Greetings from Sweden



In Sweden this autumn, all chapters have continued their activities but with even more commitment than when it was on zoom. It is a great pleasure to be able to meet again, listen to an interesting talk, ask questions and start discussions, while sharing a good cup of coffee and pastry. Everyone has missed this! In parallel, the

national board has continued its work to support chapters that need support and encouragement to start up. It's a long-term job. Through the networks of members across the country, it is possible to find "possible" future members to invite to these start-up meetings. Hopefully we can continue the work of rebuilding some chapters, but also of supporting the more usual life of other chapters.

Marie-Louise Nordesjö & Charlotte Lindgren,
Epsilon (Uppsala) and national board members

Finland



Greetings from Finland!



The pandemic situation is changing and now about 80 % of Finns over 12 years have had their vaccines and the third round is starting soon.

Epsilon chapter in Joensuu has been quite lucky to have been able to continue meetings in spring 2021 while in Helsinki, Turku and Tampere the situation has been somewhat different. Many annual meetings have been online, but now there are more face-to-face like the book club activity in Helsinki. We also had some interesting online lectures last spring, which has been inspiring. Dr Tarja Kröger talked about the annual theme Taito association “Darning and mending” – which turned out to remind us of our childhood lifestyle and our younger years.

Epsilon chapter in Joensuu and Zeta Chapter in Tampere both had art walks in their respective town in spring 2021 and this is a good example how to arrange meetings safely.

Epsilon has so far had one meeting in September, which was our autumn picnic to lingonberry picking in a forest about an hour from Joensuu. You can see the results in our facebook. <https://www.facebook.com/DKGFFinland/>



Our annual conference was held in Joensuu on Saturday the 2nd of October. The title of our annual meeting was “Seeing is important” meaning both the actual physical feature and the mental attribution.

The day was carried out as a hybrid event. There were eight on the spot and nine online. The meeting was in the morning and the thematic seminar in the afternoon. The place was the meeting room of the local North Karelia Association of the Visually Impaired.

The society had arranged a small exhibition of aids which can be used to help in your life like magnifying glasses, special needles and devices for listening audio newspapers. And of course many of us have glasses – we don’t often think how they help us!



We also had a special guest, **Senni**, a university student, who was born blind. I had my first contact with Senni, when she was my student doing her teaching practice some years ago. Senni was telling her experiences of her own school time and university

studies. She had also brought along her computer with an extra device for reading Braille, a Braille display. Her computer also had a special text-to-speech feature, which allowed her to hear the screen. We could listen to it and did not understand anything until Senni slowed down the speech – it is a special skill to listen to fast speech. Senni had also been the guest of Epsilon chapter in February telling about her studies and school time. Now she is working part-time in a job making accessibility evaluations, which she would like to continue.

It was enlightening to hear how she has overcome challenges in life – and still maintain a very positive outlook.

Senni is active in societies for the disabled including the local society. We could also hear what kind of training blind or visually impaired people have for independent mobility in the town. She also told us what kind of obstacles they have for example what kind of zebra crossings are good and which ones don't work well. And many other things, which we do not often think about and which opened our eyes in a new way to look at our physical environment.

Usually every year the DKG Finland gives a small encouragement scholarship and this year it was awarded to Senni. We were very happy to have her as a guest in our annual meeting.

DKG International Communications and Marketing Committee has planned four one hour training sessions for all members who are interested. Here information about the November session.

November 20 @11:00 CST - Enhancing Communication, Tools...Newsletters, Websites, Brochures

<https://us06web.zoom.us/j/83431416233?pwd=Yi8xMUVpSDdVT1FFb2lsU05WeVI4dz09>

Passcode: C&M2021

Festivity season – Christmas/Holidays... we can call it in different names. The communications committee EU roundtable planned an idea to celebrate it online and strengthen the European dimension. So be prepared for greetings from different countries on **Monday the 13th of December** in the evening – in Nordic countries and Estonia it is celebrated as Lucia Day. The workgroup is planning and will inform more later.

So – Let us SEE each other!

I hope to SEE you in Tampere in July 2023!

Have an enjoyable autumn and take care

Eija Liisa Sokka-Meaney, Epsilon Chapter

DKG Finland State President

DKG International Communications and Marketing Committee

<http://www.deltakappagamma.org/finland/>

<https://www.facebook.com/DKGFinland/>

The Netherlands



Impact of Covid out of and into the classroom.



It's already autumn. Leaves in all colours are falling from the tree. Next to that it is also the second time we have an autumn with Covid-19. How does that effect our population in schools?

I work at a vocational school (ROC van Amsterdam). Meaning we have students from 16 years up to average 22 years old. Vocational education is for students who like to work with their hands and mind. You could say: Most of them are not the readers of books. You have to tell at least 3 times what class is about and what is to expect of them. But they are willing, lively and still in expectation that the world is at their feet. That also makes it (for me) a group of people which with the right touch is joyful to work with. And next to it they keep me more or less informed in their world.

But I notice a change in class after the summer holiday. Last September it was allowed by government the students could return into the school and have class. Everybody happy you would assume. Yes, nice to see each other, to have the small chat in between with them.



But another thing which teachers noted is that the young adults lost a part of their discipline. Teachers noticed that their students were at home in very different circumstances. One had the privilege of an own bedroom but we saw several sitting in the bathroom following their online class. Others when mom was out working, hang out on the couch in their very

comforting clothing. No one to tell them what to do and keep them disciplined to wash, to put some cloth on, etc.



The first thing which was important to the school managers: what has been the disadvantage in the learning of the students, how many diplomas were missed. How much time do we need to make up for this backlog, will it be rapidly possible to give these students the knowledge to finish their education. Money and more money came from the government to help. I notice smaller classes, more hands (instructor or teacher) in the classroom. All positive and helpful issues but I hope we will not forget the socializing aspect in our youth population. Socializing and being together in each other company, not just a screen. Like everybody, they had a rough time last year. Yes but a certain discipline in life will be necessary. They have their dreams, probably my dreams are smaller, I have a job, a house. Points they are looking forward to and will have to work for, not always knowing what future will give them.



Looking forward into a world we live in. Social media can make and break a person. Learning discipline in how to behave, what to believe, what is right or wrong, who is telling the truth or not. A future is uncertain and Covid here to stay. Hopefully our youth will reach out to the right handles.

Jacqueline van Meeteren
DKG the Netherlands



Membership in Delta Kappa Gamma is important



My name is Elsje Huij (1957) and I'm living in Zuidhorn, a small town, not far from the city Groningen, in the northern part of the Netherlands. I'm working at the University of Applied sciences, at the Teacher Training Programme, as an art and culture docent.

When I was living in the city, I became a member of Epsilon. Since then Delta Kappa Gamma has been a part of my life. I enjoy my membership as a red thread, which is following me, supporting me and surprising me through the years. I feel invited to share and to listen, sometimes based on my own expertise, more often based on being a woman/ educator.

Since this summer I'm State Treasurer, a job which was safely in the hands of Elselien Baas. I find myself lucky to have her expertise on bike distance! I have met other State treasurers online. It made me feel more engaged with Delta Kappa Gamma International, but here in the Netherlands I really feel connected and part of the organization. I'm looking forward to my new task!

Elsje Huij
DKG the Netherlands



Dear members of DKG Europe



My name is Carola van Zanen-van Rijn and I am a member since 1999.

In 1989 I was an exchange student in the United States of America and my host mother worked as a principal of a primary school. She was also the reason I became a teacher.

My host mother met Cor Wolff Heins from the Netherlands at a convention and gave her my name and phone number.

How small the world can be, 😊

This year I am the Vice President of the Netherlands.

I teach the gifted children in primary school as well as the children who need special care in other areas. It is a nice job.

I have one lovely daughter (11) and I am married since 1999.

It was a wonderful and lifetime experience to attend the Golden Gift Seminar in Austin, Texas.

The name of the Golden Gift Seminar changed. I encourage all of you to apply for the Ignite; Leaders Empowering Leaders Program or also to participate in an international committee.

If you teach the gifted and talented children in your school I am very happy to come in contact with you, or if you have questions you can mail me at: c.vanzanen@icloud.com

Carola van Zanen-van Rijn

DKG the Netherlands

Iceland



Thoughts from Iceland



This past year, 2020 – 2021, forced the DKG organization in Iceland to make use of the possibilities that the information technology has to offer. The former State Organization leadership subscribed to Zoom, as so many other parts of our organization, which made online meetings possible during the restrictions of the Covid-19 pandemic. Most Icelandic chapters used Zoom or other online possibilities to organize meetings and most of them also made an effort to honour our DKG meeting traditions such as lighting the three candles in the beginning of the meetings and giving roses to those who contributed to the meetings.

We held our General Assembly for DKG in Iceland online through Zoom on May 7, where a new State Organization Administration Board was elected. The plan was to have our yearly conference on May 8 to which we had invited Grace Rodriguez-Mesa from Panama, an area representative from Latin America on the international administrative board. We had met with Grace online to prepare for her presentation which we were very much looking forward to, but unfortunately we had to postpone the conference until September this year when we hoped to be able to meet in person.

Since European citizens were not allowed to enter the United States in the summer no representatives from Iceland were able to attend the conference in San Antonio in July-August. Because of the time difference between Iceland and Texas, very few of us managed to attend virtually since most of the presentations took place from midnight to 3 or 4 AM our time. The leadership

meetings organized by the International Leadership Committee in the autumn for the new European presidents was thus highly appreciated and most welcome.

The State Organization Executive Board met virtually on Zoom on September 3, the day before we had planned to have our yearly conference that we had to postpone in May. The chapter presidents shared ideas of how they had managed to keep up the DKG spirit during the pandemic with online meetings, outside walks, informal online gatherings, through social media, emails, etc. It was quite clear that the chapter presidents were looking forward to a new organizational year and were optimistic that they would be able to meet their members face to face during the second year of their biennium. The board agreed upon a yearplan for the upcoming year and our motto for the next two years which is *Learning and leading – professional and progressive*. The meeting took place from 5PM to 10 PM with only an hour break for dinner, which demonstrates the enthusiasm and dedication of our board members. Unfortunately, the new president was so engaged in leading the meeting that she forgot to take a screen shot of the meeting attendees.

The State Organization Administrative Board meets monthly online from August to May/June each year. Zoom has made the monthly meetings possible since five of the members attending the meeting live outside the Reykjavik area and only three in Reykjavik and vicinity. As of the beginning of September to November the chapters are able to organize meetings in person and are enjoying the personal and professional inspiration that chapter meetings provide.

This past year has demonstrated how the DKG members in Iceland as well as elsewhere have managed to make use of the new technology in order to keep up the DKG spirit and continue to „promote professional and personal growth of women educators and excellence in education“, even though the external conditions such as a worldwide pandemic provide us with challenges to overcome.

Gudrun E. Bentsdottir

the State President of Delta Kappa Gamma

in Iceland 2021 – 2023

School experience of plurilingual students

Renata Emilsson Peskova, Adjunct Lecturer at the School of Education,
University of Iceland



I defended my doctoral dissertation at the University of Iceland in August 2021 and presented the findings to the Gamma chapter of DKG in Reykjavík, Iceland, at the beginning of November. We had a lively discussion about issues related to my research because teaching and learning of languages touched all listeners in one way or another. Many had children or grandchildren learning second languages in new places of residence and maintaining and using Icelandic at the same time. Others are educators, administrators, or policymakers, responsible for children and students in their institutions. My research focused on five plurilingual students with different heritage languages, Albanian, Lithuanian, Polish, Thai, and Spanish. The overarching research question „How is the interplay between the plurilingual students’ linguistic repertoire and their school experience?” and four sub-questions led my research. I wanted to find out how the plurilingual students describe their linguistic repertoires and their school experience, how their class teachers and heritage language teachers build on their students’ linguistic repertoires, and how parents and their family language policies supported students’ school experience.

Background to the study

I came to Iceland 18 years ago and as an immigrant learning Icelandic, I encountered various challenges. When my son was born, my grandmother urged me to teach him Czech, and I did everything in my power to do that. Together with other Czechs, we established the society Czech in Iceland and the Czech school, started a Czech library for children and youth, and organized many events. Later the Czech school became a part of Móðurmál – the Association on Bilingualism which is an umbrella organization of different heritage language groups and schools. As immigrant parents, we often experienced that we were not taken seriously in our efforts to promote our languages. Yet together, we could be stronger representing our interests. Here

started my curiosity in heritage language education and the research in the field. As an immigrant, a parent, a heritage language teacher, and a former English teacher in a compulsory school, I found it intriguing to bring together multiple perspectives of persons who play significant roles in plurilingual students' lives.

Iceland is an island in the North Atlantic Ocean that has long been isolated from the rest of the world. Immigration started to increase more rapidly in the early 1990s. Iceland has quickly become a multilingual society and this demography is naturally also reflected in the number of children with one or both parents of foreign origin in Icelandic compulsory schools. The linguistic landscape of Iceland is rich. Icelandic and Icelandic sign language are official languages. English and Danish are taught at the mid-level of the compulsory schools, and usually, Spanish, French, or German may be offered as an elective subject at the lower secondary level. Students with mother tongues Swedish, Norwegian, and Polish can learn these languages instead of Danish within the formal educational system. Approximately fifteen community languages are taught by volunteer groups in the Greater Reykjavík Area. In total, over 100 languages are spoken by children in preschools and schools.

According to the law on compulsory schools and the national curriculum guide, one of the educational goals for plurilingual students in Iceland is to become active bilinguals in Icelandic and their heritage language. Although policies supportive of students with diverse linguistic and cultural backgrounds are in place and researchers have recommended various approaches and methods to educate plurilingual students, both standardized tests and research have continuously shown a striking difference in achievement and wellbeing among monolingual and plurilingual students. Not achieving well on standardized tests, not mastering the academic vocabulary and literacy in the school language, not participating, and not feeling welcome in schools all have further serious consequences for students' future professional options, wellbeing, and participation in society. A great responsibility is placed on the teachers who play a major role in shaping students' school experience. Scholars talk about the teachers' roles to build on students' cultural and linguistic resources. Teachers should have high expectations of immigrant students, acknowledge their strengths, and meet their needs, to contribute to their successful learning.

Key concepts and theories

Key concepts in the study were plurilingual students, linguistic repertoire, plurilingualism, and school experience. Plurilingual students have varied skills in their languages, and they use them for different purposes. The linguistic repertoire of an individual *contains all languages and language varieties of a person, and it keeps changing over the lifespan. All languages are connected in the minds of plurilingual individuals*. Plurilingualism is the ability to draw on and activate the integrated, interrelated, unevenly distributed linguistic repertoire and use it for communication and mediation. As an educational goal, plurilingualism is a desirable outcome of schooling. A positive educational experience acknowledges the students for who they are, engages them in learning, shapes their attitudes, and empowers them for the future. The school experience primarily takes place in the formal settings of compulsory schools, yet it is also closely linked to the non-formal educational space of community HL schools, and informal learning in the homes and other learning spaces. The concept of school experience is linked to wellbeing, school achievement, students' linguistic repertoires, and empowering pedagogies.

Critical multicultural education, language-related theories, the field of family language policies, and the field of linguistic identities were crucial for understanding and discussing my data. Critical multicultural education is student-centered, honours students' cultural identities and it demands socially-just construction of curricula and pedagogies. The main goal of critical multicultural education is to empower students to achieve both personal and social growth, to achieve academically, as well as to develop social action skills. Three important language fields helped deepen my understanding of plurilingualism of the students in this study, heritage language, second language, and bilingualism. Family language policies, pursued by immigrant parents in the study, played a significant role in understanding their contribution to their children's linguistic repertoires. And finally, the findings led me to explore the field of linguistic identities because all five students in the study related strongly to all languages in their linguistic repertoires.

Methodology

This qualitative multiple case study consisted of five unique cases of plurilingual students who attended the mid-level of a compulsory school and heritage

language classes in community HL schools on weekends. The students were born in Iceland to two foreign parents who spoke the same language. The study further gathered perspectives about the students from their parents, class teachers, and HL teachers. In total, there are 30 semi-structured interviews, analysed with the thematic analysis. Students' language portraits were an important part of the data. They provided rich information about participants' linguistic repertoires. The students whom I call Erag, Martina, Safíra, Jackson, and Clara lived in the Greater Reykjavík Area and their languages represented some of the biggest minority languages in Iceland. They were between 9-12 years old at the time of the first interviews.

Findings

Languages played multiple roles in the lives and studies of all students. Erag, the oldest of the participants, was aware of the importance of his languages for various purposes, he used them with ease, and invested time into their learning. Martina used her Icelandic and Lithuanian effortlessly and continued to study them, along with English, in harmony with the demands of her family and school. For Safíra, reaching an age-appropriate level in Icelandic was the key to joining her peers in the general class, and at the same time she showed ambition to study her heritage language Thai, and she presented multiple languages as the symbolic key to friendships with her international friends. Jackson's language learning was regularly supported by his mother and his teachers, and he showed high communicative competence in Polish and increasing academic competence in Icelandic. Clara had an open, communicative character, which was reflected in her use of all her three languages.

All students experienced a high degree of stability and satisfaction with their situations. They referred to their school experience from different angles, as they spoke about learning languages and subjects, about their friendships, ambitions, current and future situations. They referred to factors that motivated them, aspects of school and learning that were difficult, encouragement they received from their nearest environment, connections with families, languages, and countries, their agency in learning, their sense of belonging to Iceland, and their various communities.

The educators in the study were variously prepared for teaching plurilingual students. They referred to their own various resources. Some of them knew their students well, but in general, they treated their plurilingual students in the same way as everyone in the classroom. Martina's class teacher Heida and heritage language teacher Laima perceived her as an average student who diligently did her work and did not need any extra assistance. Jackson's teachers, on the contrary, as the only ones in this study, had the educational background in multiculturalism and special education, they built on Jackson's linguistic repertoire and efficiently communicated with Jackson's mother Filipina. While Martina's class teacher Heida did not notice at first that Martina spoke another language at home, Jackson's teachers knew his background very well, the class teacher Erla encouraged his attendance in the heritage language school, supported his friendship with his Polish friends, and she used collaborative methods to enable him to work with Icelandic peers. His heritage language teacher Anna knew the Icelandic school system well and built on her and his knowledge of Icelandic to teach him Polish. Jackson's teachers show effective examples of the use of plurilingual pedagogical approaches.

All five families pursued family language policies that placed a large focus on developing their children's heritage language and maintaining their links to parents' home countries. Parents reported that they wanted to give their children tools for the future and a country to go to if they wanted to. The parents intervened at their children's schools when they became aware of difficulties with Icelandic. They brought their children to HL classes, and they also had positive views towards Icelandic. They were good school parents in that they oversaw their children's homework, communicated, and collaborated with schools.

The findings of this study revealed that the interplay of plurilingual students' linguistic repertoires and their school experience took place within the students, in shaping and negotiating their linguistic identities, and it was reflected in the students' learning spaces. The interplay manifested itself for example in teachers' informal and formal communication with students and parents, in pedagogical approaches used in the classrooms, in the physical school environments and the (in)visibility of students' languages, and on the symbolic level of (not) recognizing and valuing various languages and students'

competencies in them. At the internal level of linguistic identity negotiations, the interplay always took place and mirrored in the students' plurilingual identities. There was however a gap between the students' plurilingualism and their school experience when their languages had to remain strictly separated and their learning spaces did not reflect and build upon their linguistic repertoires.

Discussion & Implications

The students in the study embraced all their languages. The self-image that the students developed was affected by the learning spaces, yet the students were also agents of their school experience which they shaped with their choices. They never lived in their parents' countries of origin, except for holiday trips and they felt a different kind of connection with those countries and languages than their parents. The students felt that they belonged to Iceland and Icelandic society, represented by their friends, peers, and school communities. Their parents strove to create circumstances in which their children could develop plurilingual competencies. These efforts counterbalanced the monolingual focus of schools and made it possible for their children to shape positive plurilingual identities.

Only a small number of plurilingual students attend heritage language schools in Iceland and thus get the opportunity to learn to read and write in their heritage languages and to become a part of a peer community with the same language. If families and heritage language schools cannot counterbalance the schools' strong preference for Icelandic, plurilingual students may be more prone to accepting monolingualism in schools and possibly develop negative attitudes towards their heritage languages and communities. To promote equitable relationships and effective communication between educators and parents of foreign origin, educators ought to acknowledge the value of children's plurilingualism for their identities and their studies, and parents mustn't be shy to voice their educational goals regarding heritage languages for their children. All children and students need to be offered support and encouragement to achieve excellent results, rather than expecting average achievement. Additional help with Icelandic can significantly improve the students' learning and school experience.

Conclusions

To conclude, plurilingual students are always plurilingual, even in monolingual situations. To approach all students holistically, inclusive, multicultural schools need to recognize and affirm students' plurilingual identities and their linguistic needs. Schools prepare students for their future professions and participation in society, but they also shape their students' experiences and values. They need to be schools for all students and reflect student diversity in their policies and practices. It is in the interest of all students to learn about languages in society and their value. Educators worldwide keep asking questions about how to educate the ever more linguistically and culturally diverse student groups. These questions can only be answered within the broader discussion about the purpose of education and the values of the societies in which the schools work. If producing plurilingual citizens is the goal, rather than monolingual graduates, then recognition of the value of all languages, employing plurilingual pedagogies, developing school language policies that respect students' linguistic rights, equitable relationships with all parents, and collaboration with heritage language schools may be some of the paths to follow.

In the end, I would like to express my gratitude to Delta Kappa Gamma in Reykjavík that supported my research in the final state of writing in 2021.

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Renata Emilsson Peskova,

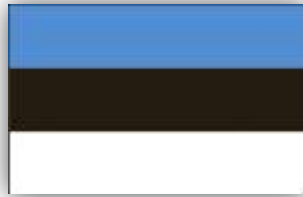
Gamma Chapter, Iceland

Adjunct Lecturer at the School of Education

University of Iceland,

renata@hi.is

Estonia



DKG Estonian organization's autumn event on the Island of Kihnu



The Delta members woke up on 17th of August, 4 o'clock in the morning (!), to set off towards Munalaiu harbor. There started the autumn event organized by the Beta chapter. The Island of Kihnu was waiting for us.



Kihnu Island is located in the Gulf of Riga in the Baltic Sea. Kihnu is surrounded by 56 meadows which are inhabited by birds and seals. The Kihnu Strait is an international bird protection area. The nearest populated island, Manilaiu, is home to about 40 people. There are 500 people living on Kihnu, of whom 350 are mostly local. There are only 4 villages.



The members of DKG Estonia at the Munalaiu harbor before the trip.

Coastal meadows and juniper pastures are bounded by dunes and sand by the sea, which was well visible from the Kihnu lighthouse. A higher moraine ridge covered with pine forest runs along the island. And no spruces! Therefore the people on Kihnu bring a small pine tree in at Christmas.

The permanent settlement dates back to the 14th century. It is believed that after the St. George's Night uprising, the people from neighbouring islands and coastal area fled to Kihnu by the sea with their families. The island is distinguished by its mind and language, community lifestyle and customs. Kihnu language is a dialect with a characteristic of singing intonation and local vocabulary.



Kihnu museum

Living according to traditions is a natural and unique way of life for the people of Kihnu. Kihnu wife puts on her traditional skirt (called *kört*) on for love, not to impress anyone. For a Kihnu woman, her folk costume is the most beautiful garment in the world, and she herself is the most beautiful wearing it. A Kihnu woman has many traditional skirts in her drawer, the colors vary from carrot-orange, red, semi-red, green to blue or black (which is used only for mourning).



The color of the skirt dictates which color the jacket and apron have to be. The apron is only for married women, the mother of several children who is cohabiting is not entitled to wear it. A man's folk fabric is a sweater called *troi* more specifically it is a patterned knitted sweater, but men do not wear it every day. Troy is a dignified and expensive gift, and the honorary citizens of Kihnu proudly wear the gift given to them.

The varying colors of the tradition skirt kört.

There were 15 of us in total. After landing in the port of Kihnu, we walked for about 15 minutes to our breakfast place, where Beta members had organized a rich meal for us.

After the breakfast we had to climb into an open truck, driven by a young Kihnu woman. We visited Kihnu Lighthouse, Kihnu School and Kihnu Museum. Jana Ruubel, the principal of Kihnu School, spoke about the school, teachers, students and parents, the joys of her work and small worries, which are still a shortage of teachers and modern resources.



DKG ladies climbing on the open truck to see the Kihnu island.



For lunch, we were offered an authentic pike soup, traditional cooked meat with vegetables and a fluffy pie were served at the community center. The torrential rain followed us, but it rained down next to these great experiences.

DKG women defying the rain while truck drive

Margarita Hanschmidt and Kadri Mettis
DKG Estonia

Germany



The Editorial Board



Who would have thought that a pandemic would occur and change our lives so drastically. We have had to learn a lot, trying to overcome imponderables and obstacles, and at the same time we have come to appreciate the new technologies and the communication possibilities they offer.

So it was possible to set up a group alongside the team of the Europe Forum to deal with the design of the European website.

We, regional director Margarita Hanschmidt, webmaster Eyglo Björnsdottir, Euforia editor Helga Thorlacius, Marie Antoinette de Wolf and myself, have frequently met virtually to discuss our ideas regarding the design of the website.

There was agreement to keep the web host, and Eyglo's expertise allowed us to implement a lot. The first page is inviting and user-friendly. Now there is a calendar of events which is maintained by Eyglo. States organizations and chapters are asked to send announcements about their activities, especially for virtual meetings where visitors are welcome. (Eyglob@gmail.com)

Articles, reports, photos about state and chapter activities are very welcome, they allow us to make the website interesting and lively.

Photos enliven entries immensely. If a name can be linked to a photo, it brings us closer together. According to actual law we would like to ask for your consent to publication.

DKG is a society for educators, if our website is also to be a source of ideas for teaching what we have hoped to achieve, then we need the help of our members. Please do not hesitate to send information and ideas about classroom projects etc., maybe including personal experience with certain topics.

Jeanne Morascini from DKG Connecticut is the founder of the Committee “A Curriculum of Hope for a Peaceful World”. We agreed on putting their newsletter on our website. It is a great source for teaching about peace. By the way, at the moment Jeanne is featured in the Spotlight on the first page of the international website.

If there are any suggestions regarding the website, do not hesitate to contact us.

Marika Heimbach

(mariakath49@gmx.de)

Germany

