



EUCIM-TE = European Core Curriculum for Mainstreamed Second Language Teacher Education

**Final Report**

**Confidential Part**

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## Module 3 – Inclusive Academic Teaching and School Development

### 1. Introduction: Social Inclusion– a challenge for educational systems and for schools

Modern educational systems and individual schools are increasingly faced with the challenge to cope with growing diversity of the school population in terms of social and cultural background and at the same time with increased expectations regarding the social role of education. By focussing on different target groups when improving the quality of education, policies at national as well as at international level, mostly more or less isolated from each other, do not provide real solutions for the complex situations within individual schools. The IALT-curriculum believes that the integration of all learners, and especially those with migrant background, are part of the school policy for coping with diversity. A large proportion of measures inspired by the IALT-curriculum that are designed for the improvement of learning outcomes for learners from families with other home languages and/or with migrant background also support to all learners.

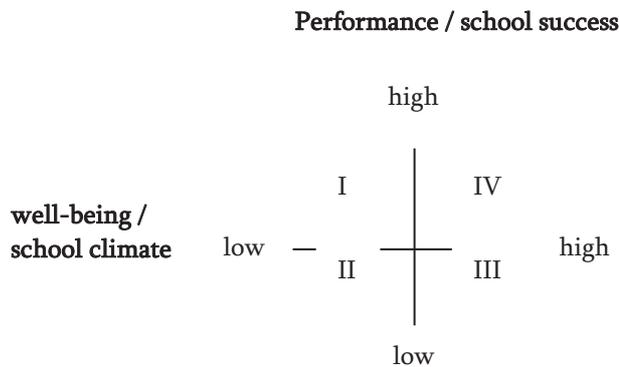
#### 1.1 Inclusion – a leading principle

Since the Salamanca Conference in 1994 the concept of inclusion has been extended from learners with special educational needs to all learners running the risk of exclusion. Besides striving for academic success, favourable learning outcomes – measured through large-scale testing – and taking care of the well-being of learners in the learning environment, are important features of inclusive education. As emphasised by different sources, the shift from ‘integration’ to ‘inclusion’ is more than just a terminological nuance: while ‘integration’ is about adapting the individual to the system ‘inclusion’ is about the ability of the design of the system to cater on all the specific needs of diverse individuals. Inclusive education is not colour-blind but recognises the specific resources, existing linguistic competencies (f. ex. in a home language) and special language needs of students and how that can be implemented in schooling not only in the classroom but also on a whole school level with reference to the school’s educational development.

Creating an environment favourable to learning is about organisation of learning, structural arrangements of education, but first of all and of utmost importance it is about (often inexplicit, unconscious) beliefs and attitudes of all stakeholders involved in education. As a matter of fact high standards for learning outcomes (performance) depend on the quality of the learning environment. Together they represent the variables defining



the school culture. These can roughly be positioned in the space defined by the attitudes towards the two features.



**Figure 5** – Dimensions affecting school climate.

School culture type I is characteristic of the performance-driven traditional school systems placing high value on learning outcomes in terms of examination results. They do not place much value on the well being of learners, neither do they care much about equity. Drop out of those who cannot cope with the high demands is high and burnout both among learners as well as among staff is not unusual. Schools with type II culture should better be closed down, because they are not the learning environments to be desired, schools type III set importance on well-being on expense of learning outcomes. In type IV school culture high learning outcomes are important and they are achieved through building on well-being of every individual as a means to reach high achievement for all embedded in a school culture founded on the recognition of diversity. Type IV schools embrace the principles of inclusion.

A school of course is not an isolated player in society. Basic conditions and frameworks into which the school fits, favourable for inclusion should be created on the national and the international level. Coordinated action of different governmental areas is needed to provide the legal and institutional framework for inclusion. A large number of international and EU documents are at hand that support and give national authorities guidelines for creating the relevant policies. As all (educational) change, promoting inclusive education for all students not just have to deal with the “knowledge” and “skills” dimensions of teachers’ competence, but largely depends on changing the mindset of people, consisting the underlying assumptions and beliefs, often superstitions of everyone involved in the process. The desired change cannot be achieved by a governmental decree – it is rather a long and sometimes painful development, involving careful school development planning, evaluation, and feedback.

## 1.2. The challenges for an inclusive educational system



School development planning goes along with continuous questioning of the ways the school is performing, self-evaluation, interpretation of results, and feedback to all stakeholders involved to ensure the mission of inclusive education. Therewith, it is a powerful instrument of quality improvement. The well-being of each student and the quality of learning is in the heart of all these actions and it is regarded as the goal and the acid test for the success of all the planning. Working for the benefit of the individual requires unconditional commitment from the part of the staff and is basically a relationship of pedagogical ethos and eros (cf. Schratz, Stiner-Löffler, pp 41-100).

The IALT-curriculum embraces the philosophy of inclusive educational systems and can be put into action at the school level if attention is paid to:

- a. Management and organisation of all language learning activities to ensure well-being for all students and high performance (on academic language), summarized in a school development plan.
- b. Reflection and adjustment: Does the school meet the goals –well being for all students and high performance– and what further action can be taken to meet these goals.

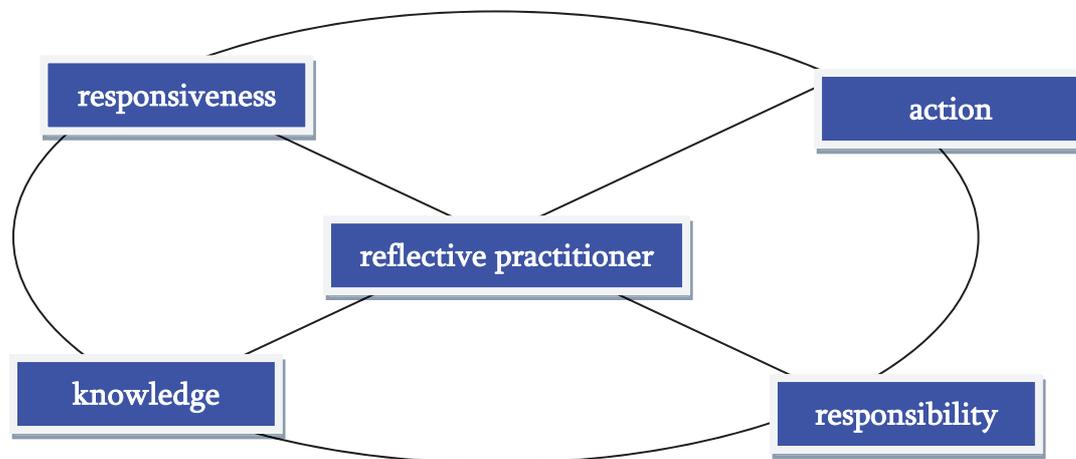
### *Management and organisation issues*

Full implementation of the IALT-curriculum needs a specific organization and management, induced by the necessity for language and subject matter teachers to cooperate. The synergy between school organisation, educational administration, teaching and achievement is investigated in a framework that incorporates qualitative as well as quantitative criteria of school performance. The state of research allows following conclusions: At the level of school organisation, there are clear organizational structures to promote equity in school participation and stability in school management. Transparency of governance and decision-making is important so no one feels excluded, and all can express their reflections on an equal footing. Further criteria are autonomy in management, and working with development plans, that are supported by the school inspection. These strategies result in a common “school philosophy” (Auernheimer and others 1996), common objectives, and action that include all persons. In such an organization, joint training of staff is a common practice for further professionalisation and quality development to ensure the development of standards and periodic coaching. Standards serve in such schools not primarily to monitor the achievement of students, but to determine the performance of the school, in order to establish whether the aims set are met (see also Klieme 2003). In a successful school, parents and the school environment are regarded as important partners; school open up to the community and can be seen as a social network of persons and institutions to accomplish the schooling of all students. These schools can be recognized by the fact that they are not afraid to be honest about their performance publicly.

### *Reflection and adjustment*



The leading principle emphasises that schools are learning organisations and that they need a certain sensibility for the context within they function. The concept of the reflective practitioner (Schön 1983) is crucial in dealing with the ever changing multicultural and multilingual environment. The reflective practitioner not only requires special knowledge but also a specific attitude. Since learning environments are dynamic and change rapidly, teachers and management should be open to adjust to current situation. This means that they should apply knowledge about teaching and organisational issues the current teaching situation so that they acts sensible. Furthermore, they should take into account the background of students. Teachers and school management are responsible to arrange social interaction in such a way that all students, irrespective of their background can profit. These effects of the dynamic learning environment on the competences of the teacher/managers are illustrated in Figure 6.



**Figure 6** – Teacher competences.

Figure 6 illustrates that an effective (reaching the goals set) learning environment is based on different competences that can be structured along two dimensions:

- (a) The cognitive dimension: knowledge for acting sensible (in a specific situation, or different situations),
- (b) The attitudinal dimension: responsibility for acting responsively

The reflective practitioner combines all competences in order to create an optimal learning environment and atmosphere that is tailor made for this specific situation (content to be learned, diversity of the school population, and facilities offered). The concept of a reflective practitioner indicates that teaching practices evolve over the years. From this perspective one can describe different professional roles:

1. *Applier* of current methodologies adapted to specific but familiar contexts,
2. *Designer* of new applications of current and new teaching activities
3. *Researcher* of his own teaching activities.



4. *Advisor and coach* of colleagues.

## 2. Domains of Competences

To accomplish the forgoing, general competences for teachers and managers can be formulated:

1. Collaborative networking in contexts of diversity – the interpersonal domain
2. Planning in heterogeneous school settings – the organizational domain
3. Language Assessment in contexts of language diversity – the evaluative domain
4. Counselling in multilingual and multicultural environments – the professional domain

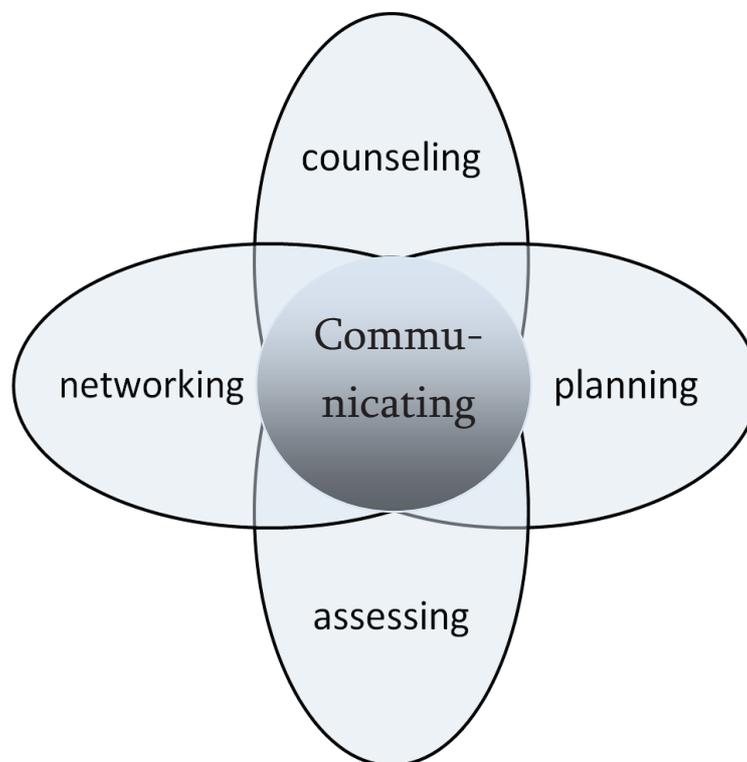


Figure 7 – Domains of Competences

### 2.1 Collaborative networking in contexts of diversity – the interpersonal domain

As far as the aspect of cooperation is concerned, teachers and management will need collaborative networking skills to deal with the different agents who are more or less directly involved in school life. In order to cope with the multilingual and multicultural environment, teachers should develop skills to communicate effectively in cultural diverse social situation. The overall aim is to strengthen the engagement and involvement of all actors in school: students, teacher, parents, other educators.

Along with the students the curriculum takes other stakeholder-groups into account: the cooperation with colleagues, with the headmaster, the school administration and other local partners. The central idea is to convey an understanding of schools as



players in an open and living system of a local or regional environment (Bukow 2010) that interconnect their work in education to external partners in some sort of social networking. The structures of cooperation will not be defined from a static institutional viewpoint but from a progressive functional one that has its roots in tasks, conditions, and needs of the environment the school is part of. In this perspective the boundaries of an organization are more or less permeable. The stability as well as its quality and effectiveness depend to a large extent on the level of permeability: Only an open school system is able to conduct this collaborative conversation with the students as well as with internal and external partners. And only an open school will (re)produce an open society.

Cooperation with social agents, requires more skills if the social agent has other cultural background than the teacher. For decades researchers have investigated effective *intercultural communication* and interaction (Bhawuk & Brislin, 1992; Van der Zee & Oudenhoven, 2008). Van der Zee and Oudenhoven (2000, 2002) have summarized a large number of competences into five dimensions that affect effective intercultural communication:

1. Cultural empathy: the ability to empathise with the feelings, thoughts and behaviors of individuals from different cultural backgrounds.
2. Open-mindedness: the ability to encounter different groups in an open and unprejudiced manner (recognise and accept cultural norms and values).
3. Emotional stability: the ability to remain calm in stressful situations versus the tendency to show strong emotional reactions under stressful circumstances. The ability to deal with psychological stress.
4. Social initiative: The ability to approach social situations in an active way and to take initiative.
5. Flexibility: the ability to regard new and unknown situations as a challenge (opportunity to learn) and to adjust one's behavior to the demand of new and unknown situations.

Ordinary reforms do not bring out long-term changes because they have no impact on the particular school cultures, opinions, and attitudes that drive the actions of the teaching staff. However, if networking with all educational partners (stakeholders) is taken seriously, the school culture will adapt and an open, receptive attitude is encouraged. An alternative reform strategy is "innovation networks" that became adopted and spread from the U.S and the U.K. to German-speaking areas. Various network types and terms in education exist. The dichotomy of profession and organisation is among others portrayed in the concepts of "affiliation network" and "professional network" by Smith & Wohlstetter (2001: 501). Whereas a further knowledge development for the teaching staff is meant by "professional network", the other term represents the interorganisational cooperation for the solution of organisational issues. The international research in this area shows clearly that cooperative relation between schools and other surrounding institutions have an impact on a successful schooling: Evaluation studies show a positive view on networks and networking in school is described as an appropriate assistance programme in school development in German-speaking research. The additional work expenses are justified by the



benefits. Through the insight on other school realities new fruitful impulses concerning school and class development arise. English-speaking research frequently reports on positive influences and effects in the field of “Knowledge and Learning”. They also claim that the focus and the aims of the schools that are networking should be shared/conform, and a supportive school administration is needed.<sup>1</sup>

## 2.2 Planning in heterogeneous school settings – the organisational domain

Teachers need planning competences that range from classroom activities to general school management tasks and that are coherently integrated in a school development plan.

At the lowest organisational level of the classroom it refers to classroom management (e.g. chapter 2): teachers need to become more flexible to deal with the increasing heterogeneity of the school population in our respective countries. The organizational domain is not focused on methods but on the framing aspects of an IALT classroom management like f. ex. Team teaching by teachers with different languages (dual language education), language management concerning additional or integrated language instruction, coordination of the language configuration (national language, foreign languages, mother tongue instruction).

Moreover, teachers and other experts involved in a school development plan constitute the school “inclusive team”. Preparing the learning plan for each learner with different language learning needs is a central responsibility of this team. Its important function is also providing opportunities for consultation between teachers and the school’s support staff, where this is applicable. The team also agrees upon ways to deploy other responsibilities associated with the integration of students mentioned in the preceding. Furthermore, the team evaluates its own work and identifies the needs of the staff for in-service training or consultation with external institutions.

So, inclusive academic learning has to be embedded in a general planning of school development. School development planning should be looked upon not just from the administrative point of view – whether it is mandatory or not, but as a guiding principle of quality improvement as was made clear in the forgoing. In Luxembourg f. ex. schools have to draft a plan called “plan de réussite scolaire” (plan of school success) addressing especially students from families with low economic and cultural capital. Another example is the Sprachenplan. The planning of in-service training units and evaluation on the school level is part of this general planning competence as well. The competences include skills for both internal and external planning.

## 2.3 Assessment concerning language diversity – the evaluative domain

Evaluation should be treated as an integral part of the planning cycle within an individual organisation. Working for the benefit of individuals entails a major shift in the approach

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<sup>1</sup> A more detailed information give appendix “Innovation School Networks”



to design learning courses tailoring these to the needs of individual learners, especially to those running the risk of marginalization. The linguistic learning needs of learners should carefully be identified and on this basis one should design an individual learning and teaching plan. The main features of such a programme are the measures leading to successful integration of the individual learner into the classroom with acquiring the necessary competences in the language of schooling.

Schools and teachers should be given the autonomy to plan assessment in accordance with the learning plan of an individual learner, i.e. according to the expected learning outcomes. This is especially important in the systems where achievement of learning standards is linked to progression from grade to grade. It is an important responsibility of the school's "inclusive team" to decide, what amount of time should be allotted to the individual learner before summative assessment of knowledge can be applied. The length of this period will probably depend first of all of the cultural and linguistic distance of the learner, i.e. the estimate of the time the student teacher will need to acquire at least the basic language competences to be able to learn in the new language environment.

The assessment concerns two main domains:

1. Ethnic monitoring
2. Language testing

### *Ethnic monitoring*

Inclusive academic teaching will not deflect from the recognition of differences like race, colour, ethnic identity. Inclusive academic teaching aims to promote equity and decrease inequity. Concerning this aim schools need a monitoring system on three levels – the demographic, the individual, and the ethnic perspectives:

1. Demographic perspective: A good school organisation will conduct a needs analysis concerning the ethnic background, the experiences of migration and the languages spoken in the families (home languages).
2. The individual perspective comprises data about the school careers, the transitions at the junctions, the dropout rates, the graduations and diplomas.
3. The ethnic perspective points toward discrimination and exclusion tendencies in school, among the students, in the interaction between teachers and students as well as with parents.

Ethnic Monitoring by itself does not improve the well being in school and the results of students' performances but it provides necessary knowledge for an effective inclusion strategy (Gillborn 2006, 33f.) catering on the needs of a diverse school population.

### *Language testing: Tailoring teaching to the needs of the individual learner*

The European Core Curriculum, with its emphasis on Inclusive Academic Language Teaching, supports the principles of valid and reliable assessment of student progress and



attainment. There are two main types of assessment in school systems across Europe: summative and formative: Summative assessment tends to take place at the end of a period of learning, e.g. at the end of an academic year or at the end of a course. This kind of assessment tends to take the form of an examination or a standardized test. The main purposes include verifying the learning achieved by the student, certification, ranking of individual students, assigning students to levels and courses of study, and gate-keeping (e.g. accepting or rejecting applicants for programs of study or jobs). Across Europe the national education system will have established systems and frameworks of summative assessment in place. National adaptations of the ECC will need to take the local summative assessment framework into account.

Formative assessment is concerned with student learning in a more pedagogic sense. The outcomes of formative assessment are generally not used for reporting purposes beyond the classroom. Formative assessment can be carried out:

- in the classroom as part of teacher-student-interaction through talk while working on subject content
- as part of a teacher's written feedback on students' written assignments
- as part of students evaluating one another's written work or classroom discussion/presentation (peer assessment)
- as part of students' self-evaluation of their own progress.

Within the ECC formative assessment should be oriented towards helping students to learn what has been taught. From the teacher's point of view formative assessment requires them to be explicit about what is to be learned in terms content and language. By asking content-relevant questions in the classroom and by reading students' written work, teachers can establish what students have learned and what they may need to learn to make progress. With this information teachers can provide student-oriented feedback individually and collectively to help them to move on to the next level of learning.

## 2.4 Counselling in multilingual and multicultural environments

Teachers, as student teachers as well, have to learn that a successful school attendance and achievement requires an open teacher habitus that regards counselling as a standard procedure of schooling. The professional domain aims a readiness to be counselled by other but especially to counsel students, colleagues and parents concerning IALT, for example peer coaching, analysing language data, informing about the different language tests, new teaching methods and so on.

Concerning the counselling domain in the IALT-curriculum different professional roles have to be taken into account: First, the idea of applier of current methodologies (language teaching, testing and the like), means also that teachers have to cooperate with specialists to reflect on and revise their current practice. A specialist fulfils the role of advisor or coach as a second role. A third role distinguished is the researcher of one's own teaching practice (self-evaluation, self-reflection) which goes hand in hand with the professionalisation of teachers. Furthermore, counselling also covers "coaching of the instruc-



tion”, meaning that teachers have to cooperate with specialists to reflect on and revise their practice.

### 3. Curriculum Engine: Roles, Topics and Strategies

The description of the competences thus far, was in general terms with no account for the role the teacher, management plays in different social situations. However, to get a better understanding of the competences one should be aware of these different roles and their consequences on the concretisation of the competences.

#### 3.1 Actors and Observers – a trellis of professional Roles

The global description of the competences already indicates that teachers have different professional roles associated with different social agents in a school context. Each actor has a specific goal to accomplish in this setting and tries to do so with the available resources. According to role identity theory (Burke, 1997), roles only exist in relation to other contracting roles (for example the students or colleagues). If a person is an occupant of a specific role, the meanings and expectations associated with this role are set. These expectations and meanings form a set of standards that guide behaviour. Much of the meaningful activities within a role are governed around the control of resources (social power, prestige, knowledge, and competences). According to this viewpoint, specific social role pre-describes the main point of the competences. In consequence, the different social roles of a teacher enable us to describe the competences more precisely.

The global competences of teachers are structured in a matrix with as rows general competence areas and as columns roles teachers have in a teaching context (role identity theory). Usually this role is predetermined by the other actors in the social setting. Argumentation is that the competences are applied in a specific social role pre-describes the ‘content’ of the competences. The roles suggested are:

1. students
2. colleagues and school management (internal partners)
3. external partners (other schools, the local area/district, industries, government)
4. parents
5. the person as a professional teacher (“self”)

In role identity theory it is assumed that a role is determined by two actors (the teacher and the other actor) and structured by the resources one can apply to determine the outcome of the interaction. So it is about knowledge and power, status. In this perspective parents are very different from external partners. However other teachers at the same and management of the school are similar in power and status.



Next to the roles 1.-4. the personal, professional development of the teacher is a crucial issue in the context of lifelong learning. So the last actor of interest is the teacher himself/herself. Lifelong learning fits nicely in the viewpoint that globalization is a continuous process that changes the cultural elements of a multi-lingual and multi-cultural school. Teachers have to adapt to this changing social context by developing their competences.

By crossing the 4 domains of competences with the 5 roles one gets 20 competence-domains. However, some competence domains are very similar across social agents, so one can question whether it is practical to include them as separate domains unnecessary for the IALT Curriculum. We suggest that the curriculum is described by its rows and were specified by row each social agent if necessary:

	student	internal partners	external partners	parents	self
collaborative networking – interpersonal					
planning in heterogeneous school settings – organisational					
language assessment – the evaluative domain					
counselling – the professional domain					

The concept of the reflective practitioner incorporates the four IALT-domains: “conversation” (Schön 1983) between experts (teachers and teacher), experts and laymen (parents), local authorities etc., evaluation (interaction with self and others), instruments for language assessment (interaction with student) and counseling (interaction with the other partners).

### 3.2 Developing competences for language management in schools

The following table shows a possible way to work with the trellis shape. The reader will see that some topics touch all fields but other topics are only related to some fields of the trellis. We will work out the trellis as example for the topic language management. So the reader will recognize how the trellis works and will be able to use it other topics that are relevant for the respective national or regional questions.

We use following abbreviations:

K = knowledge

S = skills

A = attitudes



	Student	Internal partners	External partners	Parents	Teacher himself
<b>Interpersonal domain (collaborative networking)</b>	<p>K: know what language skills the students “import” into school and that there is a gap between their colloquial language at home and the academic language at school</p> <p>S: are able to establish a learning environment that is culturally sensitive and inviting and to valorise the mother tongues of their students</p> <p>A: openness towards migrant languages and people from other cultures; empathy with students; awareness for different registers and genres</p>	<p>K: know methods to create and to develop a coherent language management plan for their school</p> <p>S: are able to further cooperation between content and language teachers notably to identify the students’ language needs</p> <p>A: awareness of the whole school staff about needs of second language learners</p>	<p>K: know what actors from outside school can intervene in school to help dealing with a complex language situation</p> <p>S: are able to create links and describe the help needed to other people/ institutions who can be of help</p> <p>A: accept that the help from external partners can be necessary and extremely useful</p>	<p>K: know that parents can be a possible resource to be used in language teaching/valorisation</p> <p>S: are able to implicate parents into the language learning activities of the school</p> <p>A: accept the impact of home language and family talk on the language learning process of children; welcoming attitude towards parents</p>	<p>K: knowledge about language and second language acquisition, possibly through their own experience</p> <p>S: are able to communicate in multilingual situations</p> <p>A: focus on meanings and function of what they want to say and not on normative aspects</p>
<b>Organisational domain (planning)</b>	<p>K: know which language management strategies and measures will help the school to deal more efficiently with the needs of the students</p> <p>S: are able to plan and adapt the instruction</p>	<p>K: know what language competences are available amongst the staff; knowledge of different forms and aspects of team-teaching, group work, project work, etc.</p> <p>S: are able to decide on</p>	<p>K: know how to present and “sell” their language management plan to external partners</p> <p>S: are able to present and negotiate the language management and related financial issues</p>	<p>K: know how to involve the parents in the development of the language management plan</p> <p>S: are able to discuss the language management with the parents and build in their</p>	<p>K: knowledge on how to organise and plan; knowledge on typical processes; knowledge on the handling of time resources</p> <p>S: are able to implement different measures</p>



	according to the students' language and cultural differences; to plan and organise the different measures, methods, etc A: sensitivity to language and culture differences amongst the school population	the most effective form of the different measures inside and outside the classroom (e.g. team-teaching) A: organisational skills, culture of discussion amongst colleagues	with external partners A: presentation and negotiation skills;	comments/ suggestions A: presentation and negotiation skills	ures in a coherent way A: empathy with and understanding of second language learners; cultural sensitivity
<b>Evaluative domain (language testing)</b>	K: know different methods of language testing, especially for academic language, written and spoken language; know the language learning strategies of their students S: can apply them to their classroom and to the individual student; implement strategies of supporting in the classroom A: competence-oriented approach; concentrate on development and not on norms	K: know different types of evaluation instruments S: decide and select, together with their colleagues, evaluation instruments that fit the needs of their school; compare and analyse results and develop improvement measures A: competence-oriented approach; concentrate on development and not on norms	K: know other experts and institutions specialised in language testing S: implicate these experts into their school A: competence-oriented approach; concentrate on development and not on norms	K: know the home language and the registers mainly used within the families of their students S: are able to inform parents about language development of their children A: competence-oriented approach; concentrate on development and not on norms	K: know different levels of their own skills in different languages and registers; know their own language learning strategies S: are able to analyse and evaluate their own language proficiency; ability to self assessment A: competence-oriented approach; concentrate on development and not on norms
<b>Professional domain (coun-</b>	K: know methods of counselling students	K: do counselling and accept being coun-	K: know which external partner can support	K: know that the parents are important	K: know the differences between coun-



<p><b>selling)</b></p>	<p>concerning their language learning strategies</p> <p>S: are able to give advice to every student concerning the next stage of proximal development whatever his/her level of language efficiency may be</p> <p>A: acceptance of the student's level; positive attitude concerning possibility of progress</p>	<p>selling by colleagues; know different counselling methods</p> <p>S: are able to help out and give advice to colleagues dealing with language management related problems; are able to accept that the counselling from colleagues can be necessary and extremely useful</p> <p>A: openness towards colleagues; willingness to cooperate</p>	<p>the language management of the school</p> <p>S: are able to define the needs of the school and discuss them with an external counsellor</p> <p>A: accept that the help from external partners can be necessary and extremely useful</p>	<p>agents to further the learning process; know the parents' level of speaking and understanding a language; know methods that parents can use themselves at home to help their child in the language acquisition</p> <p>S: are able to present and discuss with parents the issues linked to a IALT classroom; e.g. inform about new language tests and teaching methods; are able to adjust to the parents' level; are able to advise the parents on methods used to further the language development of their children</p> <p>A: openness towards all agents directly or indirectly implicated in the educational system</p>	<p>selling, teaching, evaluating; know different counselling methods; know how counselling works</p> <p>S: are able to reflect on their own teaching practice throughout their whole career</p> <p>A: accept that counselling and being counselled is part of a teaching career; openness towards a life long learning process; openness towards critics</p>
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## 4. The main topics

In this paragraph, the competences described will be illustrated by three important themes:

- Language management in schools
- In service training
- Participation of parents

### 4.1 Language Management in schools

With a rising level of migration, teachers are confronted in their daily practice with a more and more heterogeneous group of students. The school becomes a meeting place for different cultures where an abundance of languages co-exist. In this framework language management becomes an important tool for teachers to deal with the heterogeneity of the school population.

In general, schools should enable teachers to encourage and valorise pluralism and plurilingualism. The teachers' set of beliefs influence their opinion on what languages should be valued in the school and in society at large. This has a direct effect on their attitudes towards migrant languages and the students who speak them. School language management must take into account the pre-school practices and beliefs of the students: the children come to school with their home language use in mind but there is often a serious gap between the colloquial language spoken at home and the academic language used at school.

Language management is an important part of school policy and can thus actively contribute to increase school success of all children. Different elements play an important role in language management and a series of questions need to be answered: What language of instruction will be chosen? What status will the different languages have? How can the complex language situation be handled efficiently? How can the mother tongues of the children be effectively valorised? Which opportunities and methods of management exist to deal with a IALT classroom?

The level at which the management decisions are taken has a direct impact on the school's language policy. In some schools, the management is done internally, by the school staff, which determines the educational goals of the school and chooses the methods to achieve them. However, it is more common that these issues are discussed and decided by an external body (e.g. Ministry of Education). In this way, teachers will have to know the context they are working in well in order to assess their limits of action.

An important tool of language management in schools consists in the selection and training of teachers; this has a direct effect on a school's language policy and can become a key aspect in its management.

Furthermore, the language policy within a school should take into account the opinions of other educators in charge of out-of-school activities for children. Language management



makes only sense if it is guided by a coherent and consequent concept that remains the same in school and in pre- and after-school care infrastructures.

## 4.2 In-Service-Training

Teacher education is very different in the European countries. In some countries there are only courses on a university level, in other countries courses at the university are combined with practice. In some countries teacher-training and in-service-training is compulsory and necessary to proof for a longer career in school. Other countries do not know compulsory trainings for teachers and leave it to their own decision if they work on their professional competences in their teaching-practice.

Only teachers who are ready for life-long-learning and take an active part in in-service-training will be able to fulfil their professional commission. Especially the role-model of the reflective practitioner needs personalities who are ready for changes and for new perspectives.

Research about in-service-training gives information about successful settings and formats, i.e.: Short inputs can give a new idea but don't lead to change and development. By comparison longer periods of training bring more experience and success. Like teaching students within the classroom changing of methods and strategies is important for the teacher training (input-phases and working-phases) as well as clear tasks that should be combined with scope for development. Precise and individual feedback to the teachers improve the learning outcomes as well as space for team-work and discussion (Over/Mienert 2008).

In the following there are presented as examples some instruments proved to be very helpful in in-service-training which can also be implemented in school:

- *Quality-Circle*: Teachers who want to work together in common teaching projects can establish a quality-circle. Here they define their standards, work out more optimal teaching strategies und develop models and practice how to reach their aims. These circles should organize support and counselling for their working process by external experts regularly. Especially in schools who want to implement more team-work these quality-circles are very helpful and effective.
- *Pedagogical Learning-Assessments*: A group of teachers simulates situations of teaching practice and reflects the experience. This instrument helps to understand specific academic language teaching-situations and to find constructive solutions. Especially in trainings for new teachers this instrument proved to be very successful.
- *Coaching*: A coach guides a teacher or a group of teachers and how he/ she/ they develop strategies to solve a special subject task. The coach gives feedback, especially concerning the consideration of the academic language teaching. This instrument helps to develop standards, establish a more professional planning of teaching and to learn to have positive experience in team-work (Terhart 2004).



If we take into account the focus on intercultural education, plurilingual language-learning as well as academic language teaching in-service-training needs more than just a transport of didactical strategies. An in-service-training for language teaching in a plurilingual group/school should include (cf. FÖRMIG 2010):

- reflection of the attitude towards children with a migrant and bi-/plurilingual background
- knowledge about migration and learning and living conditions of migrant children
- intercultural competence
- basic knowledge about learning in general and language learning in a plurilingual environment in particular
- basic knowledge about instruments for language diagnosis and testing
- basic knowledge about methods and teaching strategies
- the IALT methodologies like described in chapter 7.2
- strategies to implement academic language teaching in all subjects ('language across the curriculum')
- documentation of the language learning process
- team-work and networking
- language learning and teaching as a part of organisational development of schools.

### 4.3 Participation of Parents

Parents (and often other members of the wider family) are important players in the home-community-school relationship. In many countries there is an understanding that the public educational system and the parents represent two sides of a partnership for a successful and positive learning process of the children – a partnership which is quite difficult to live in an open way and on an equal level. Assuring as smooth communication between them and schools staff is crucial. This includes understanding their culture and the values, but first of all assuring an efficient exchange of communication and understanding it. The school must be aware the parents are the weaker side of the relationship and provide them all the support necessary to overcome even the hidden barriers like lack of knowledge, lack of self-confidence, shyness.<sup>2</sup>

The laws that are the fundament for parental involvement are very different in the European countries. Some countries have more experience of good practice than others. In England i.e. there is a tradition of “community education” since the 1960ies with a lot of experience how to involve parents and the social network in the educational process and in cooperation with early excellence centres and with schools. In Germany – as another example – there is no tradition of parental involvement in a close connection with the professionals in the educational system.

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<sup>2</sup> Look the example appendix xx.



International studies – i.e. PISA and other OECD studies – show that many countries value the partnership between parents and the educational system very much. Obviously those countries, which put more efforts in parental involvement, have much better results in the achievement of children with a migrant background than those who are less successful. Looking at the many studies and researches about conditions or circumstances that support educational success it is rather difficult to define in a clear way what the specific influencing factors of parental involvement are. There are many factors that stand in relation to one another. At least we can distinguish four main functions of parental behaviour and involvement for the achievement of their children (Helmke/Weinert 1997, p. 122f.):

- stimulation – in the sense of cognitive stimulation in the context of family life
- instruction – in the sense of acting directly with different activities / interventions for the learning process i.e. by organizing help for homework
- motivation – by giving the children orientation and a conviction of being ready for achievement
- imitation – parents as a powerful role-model for their children.

People with a migrant background are as heterogeneous as the majority society. There are a lot of persons with high educational level and aspiration in all ethnic groups. But if we have a look at the situation of many households and families where children and young people with a migrant background live, we can find some conditions that make it difficult for the parents to support their children in the sense of the four main functions mentioned above in a positive way (cf. Rüesch 1998:39). A concept for successful parental involvement needs a good analysis about the living conditions of the children and their families – where are problems but where are positive aspects and resources as well. And it needs a strategy to build a bridge between the institutional standards of the educational system and the requirements for learning and achievement in the family live.

Some strategies<sup>3</sup> in parental involvement that support a better achievement of children are to start at the right moment and choosing the right time, i.e. beginning as early as possible (best directly after birth), organizing contact with the social network and the public institutions, planning a longer period of working with the parents – best all along the educational and learning process with its different phases. The main focus should on the children and young people and their needs and the program should to be open for all parents. One very important principle is: to work with the resources – not with the deficits; cultural and linguistic differences should be taken serious and respected. The requirements and the special conditions for a partnership between parents and teachers should be provided by teacher-trainings.

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<sup>3</sup> Look further at the appendix „Strategies for Parental Involvement”.



## 5. Strategies for using this part of the curriculum

It would be possible to describe all domains of competences in form of standards and operators which have been common in European curriculum development (cf. The Common European Framework). The IALT Curriculum will present these domains in the shape of competencies, topics and the scientific knowledge. On the European level we are presenting a general approach, which is supported by theory and commonly accepted principles. National adaptations should then take into account the national legal framework, existing curricula, cultural features etc.

The overall strategies for an inclusive schooling are (cf. Gillborn 2006, Roth 2006, DfES 2003):

1. The school needs a clear 'philosophy' on inclusive education in general and on inclusive academic language teaching in special. This philosophy is common under the teachers, the headmaster/mistress and works as general fundament of communication between all stakeholders. The head and staff are engaged to make this philosophy common for the students and the parents too.
2. The school needs to be supported by a local school administration board in aiming on inclusive education for improving the learning outcomes of their students.
3. The school will not accept low learning outcomes and will join it with high expectations concerning school achievement in all subjects. The students will face demanding topics that force to develop a differentiated academic language.
4. The school conduct an ethnic monitoring as a precondition for planning a set of measures to reach equal chances and to enrich the student's cultural capital. The collected data will be related to the data from other schools on a regional level.
5. The school takes the perspectives and voices of the students and the parents into account; mutual respect and trust is based on the recognition of the worth of the family languages as resources of the student's language learning.
6. The school devote itself to a general atmosphere of open mind, reflectiveness and inclusion; all people are clearly committed to avoid discrimination and use a written and known order in dealing with discriminative behaviour.