



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

Final Report

Confidential Part

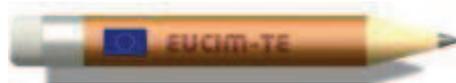
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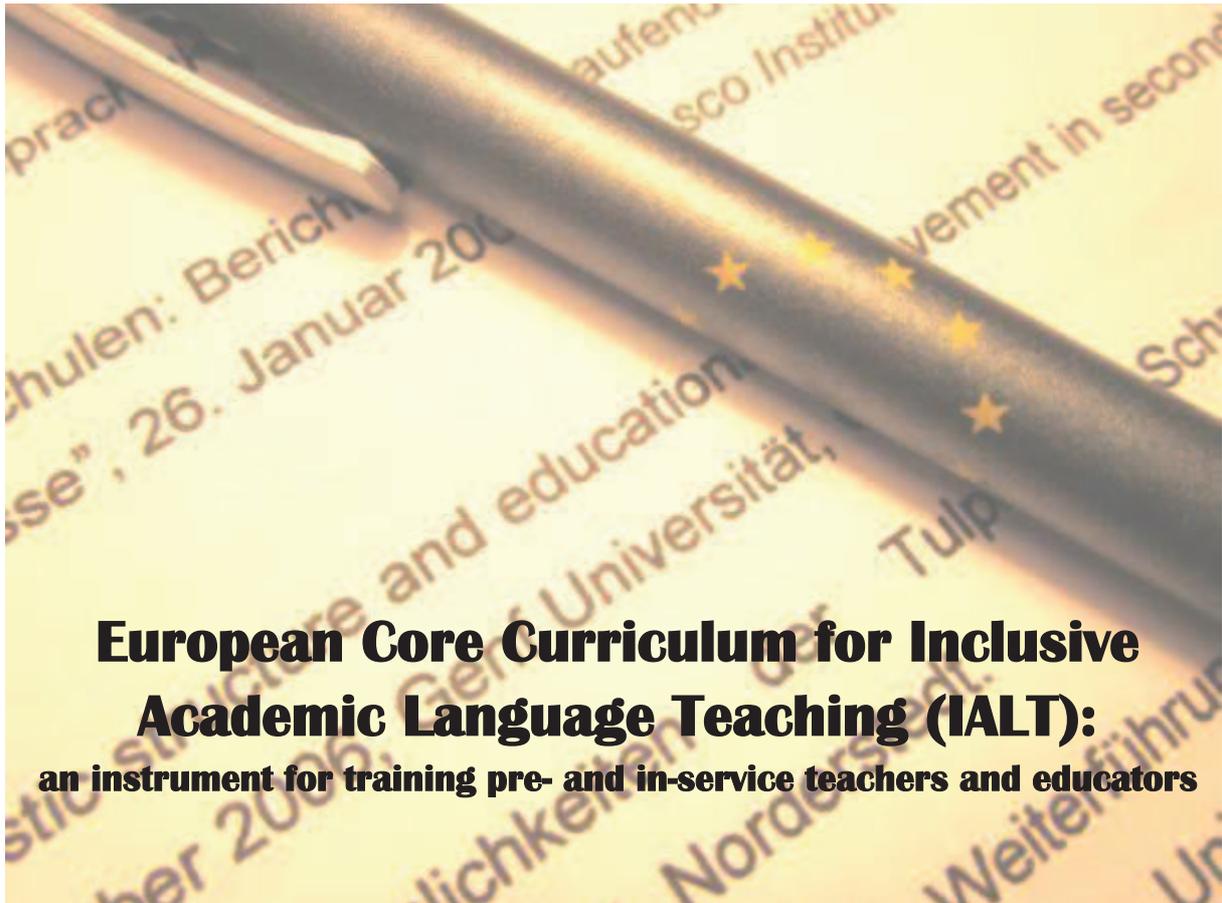
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EU-Comenius Project: European Core Curriculum for Mainstreamed Second Language –
Teacher Education



**European Core Curriculum for Inclusive
Academic Language Teaching (IALT):
an instrument for training pre- and in-service teachers and educators**

Manual

EUCIM-TE Consortium



Project information

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Content

- Introduction..... 4
- The European Core Curriculum for Inclusive Academic Language Teaching: an instrument for training pre- and in-service teachers..... 5
- Support for the processes of adaptation, dissemination and implementation 6
 - Needs Analysis..... 6
 - Processes of adaptation, dissemination and implementation: helpful aspects..... 6
- Information about general positive supporting conditions for development of a national adaptation and for its dissemination and implementation (“A good frame”) 9
 - Culturally diverse classrooms in the education system 9
 - Designing the structure of a supportive system of professional development on all levels of professional achievement 10
- Links to other EU Projects and Guidelines..... 11
- Best-practice examples from members of the EUCIM-TE Consortium..... 19
 - Bulgaria 19
 - England 20
 - Luxembourg..... 21
 - The Netherlands..... 22
 - North-Rhine Westphalia 23
 - Portugal..... 30
 - Slovenia..... 33
 - Sweden..... 35



Introduction

The European Core Curriculum for Inclusive Academic Language Teaching is the result of the work of the EUCIM-TE consortium (European Core Curriculum for Mainstreamed Second Language – Teacher Education). Its aim is to provide a curriculum which enables EU-member states to include a specific aspect into pre- and in-service teacher education: the instruction of Inclusive Academic Language Teaching in all subjects of the curriculum.

Inclusive Academic Language Teaching aims at students in the EU who have multilingual backgrounds, are second language learners or at those who have limited access to academic register. For all of these student groups studies (e.g. PISA 2003) have shown that students suffer setbacks in their academic careers. While these students often acquire sufficient everyday language skills, they lack competence in the area of academic language.

The IALT-approach aims to support the students in their acquisition of academic language registers in all subjects across the curriculum by raising awareness of academic language in all teaching and learning and by turning this awareness into a mainstream concern for both teachers and students alike. Therefore a curriculum is needed for both pre- and in-service teacher education which permits educators to support their students in these efforts and to supply the educators with the necessary knowledge, skills and attitudes for this task.

Over the period of two years the members of the EUCIM-TE consortium have worked on this curriculum. The results should enable everybody interested in the same aims to implement them in their own specific learning and teaching environment by instructing the teachers accordingly. This manual is meant as an aid to achieve this aim for those who have not been actively involved in the process of creating the curriculum and adapting it to their nationally or regionally specific conditions during the course of the project.



The European Core Curriculum for Inclusive Academic Language Teaching: an instrument for training pre- and in-service teachers

The European Core Curriculum for Inclusive Academic Language Teaching is a document on the European level. Its purpose is to establish the context of competences, understood as knowledge, skills and attitudes, which should become part of educators' professional identity in Europe. The European Core Curriculum in this form will not be implemented in a particular course of instruction. It needs to be developed into national adaptations which include the competencies stated on the European level and express them in a form which is compatible with the specific national or regional conditions while retaining their content.

The European Core Curriculum consists of several layers of texts. On the first level the Core Curriculum offers several chapters which state the core of the issues and present competences in connection with the stated issues. On a second level, the curriculum offers explanatory and introductory texts which establish a context and background for the shorter Core Curriculum statements. On a third level it supplies additional information. This structure has been chosen to give actors and educators responsible for pre- and in-service teacher education a choice as to the depth of information they need before working on the development of national adaptations.

The members of the EUCIM-TE consortium have already developed these national or regional adaptations. They are available on the EUCIM-TE website and might serve as examples on how the European Core Curriculum can be implemented according to national or regional conditions. However, the EUCIM-TE consortium is aware that these examples do not offer sufficient support to develop other national adaptations. Furthermore, the experiences and insights gained during the working phase in the project should be turned into helpful support for other actors and educators undertaking the effort.

Therefore, this Manual undertakes to provide support for the processes of adaptation, dissemination and implementation to be taken into account while developing national adaptations of the European Core Curriculum for Inclusive Academic Language Teaching.

Support for the processes of adaptation, dissemination and implementation

Needs Analysis

At the beginning of the process for developing national adaptations of the European Core Curriculum, it is very helpful to achieve an overview of the conditions and requirements concerning the teaching and learning situation at present. The EUCIM-TE consortium members have supplied Needs Analysis Reports during the process of the project (cf. EUCIM-TE website). The Needs Analysis Reports followed a common outline of content which tried to present the very different national or regional conditions along comparable lines. A slightly adapted suggestion for a table of contents could read as follows:

- 1 Statistical Data
- 2 The educational system
- 3 Survey of pre- and in-service teacher training
- 4 Document review
- 5 Estimated value of second language learning
- 6 Overview of the current main problems and obstacles in education and teacher education
- 7 Good practices
- 8 Conclusions: requirements for a national adaptation of the European core curriculum

Processes of adaptation, dissemination and implementation: helpful aspects

While preparing a national adaptation, its dissemination and implementation, the members of the EUCIM-TE consortium have found that the following aspects have been of consequence when reflecting on specific national or regional conditions or planning the processes necessary to implement the Curriculum. These aspects apply in varying degrees in the different stages of the process, but they have been found to be helpful in decision-making and planning. The questions suggested are meant as first indicators of possible avenues of exploration.

Structures and conditions of teacher training

- Structures of pre-/ in-service training
Which structures of pre and in-service teacher training exist? Are changes or reforms to these structures planned? How can the Curriculum be implemented in these structures (resources, time)?
- Institutions involved
Which institutions are involved in pre- and in-service teacher education? Are they informed on language issues? How can a helpful cooperation between the actors involved be achieved?
- Forms, content and quality of curricula in teacher education
Which formal requirements do teacher education curricula have to meet? What is their usual content in this national/regional context? Do they take the form of prescriptions or guidelines?
- Traditions of instruction in teacher education
Which traditions of instruction in teacher education are dominant in this national/regional context: lecture-style, on-the-job support, seminar-style, learning-by-doing, supervision while teaching, action-research methodology, others? How does this coincide with the implicit requirements for teacher education in the European Core Curriculum?
- Traditions and structures for training trainers
Which traditions do teacher trainers follow when instructing pre- or in-service teachers? What role do they have towards the teacher trainees? How are the institutional/administrative structures formed and how do they determine the teacher trainers activities with teacher trainees?
- Concepts of pre-/ in-service training pedagogy
Which concepts for pre- or in-service teacher training pedagogy are in operation?
- Degrees of involvement of different actors in teacher education apart from trainers and trainees, i.e. identification of target or support groups for pre-/ in-service training
To which degree are teachers involved in pre-service teacher training of trainees? Are peer-support and peer supervision factors in in-service teacher training? Are there other institutions which offer (subject specialised) teacher training?
- Traditions/philosophies/pedagogies of teaching and learning to be disseminated in teacher training
Which are the traditions/ philosophies/ pedagogies of teaching and learning which teacher training openly or covertly disseminates during pre- and in-service teacher training?

Conditions of dissemination

- Form of dissemination: model study/ voluntary program/ compulsory model/ national or regional requirement
Which form of dissemination will be chosen to achieve the implementation of the Inclusive Academic Language Teaching Curriculum? Which combination of these forms will be chosen?
- Time frames/ objectives for development, dissemination, implementation
Which time frames and other objectives for the development, dissemination and implementation are given?
- Long-term sustainment of a knowledgeable teacher force: stable program conditions
How can a long-term sustainment of the necessary competences within a knowledgeable teacher force be achieved? Which kind of stable follow-up conditions can be supplied by the system?

Language policies and other policies already in effect

- Language policies already in effect concerning minority languages, additional languages
Which language policies are already in effect concerning minority languages, additional languages, second language learning?
- Policies for language across the curriculum
Which policies are already in effect concerning language across the curriculum? How can they be effectively included as a basis for the implementation of the Inclusive Academic Language Teaching curriculum?
- Policies for funding language support for language learners
Which policies are already in effect for funding or providing resources for language support for language learners?
- Policies for (anonymously) tracking the progress of migrant learners through the school system
Which policies, if any, are already in effect in order to track (anonymously) the progress of migrant learners through the school system?
- Policies for assessment of migrant students (accommodation in testing)
Which policies, if any, are in effect concerning the assessment of migrant students in the school system? Which accommodation, if any, is made for them in testing? Are achievement tests available in the students' first language? Are language assessment tests available in the first and second language of the students?



Culturally diverse classrooms in the education system

The education systems in all EU member states have reported an increasing number of students with a multilingual or migration background. This issue has been addressed in very different ways in the member states (cf. for example the Needs Analysis Reports of the members of the EUCIM-TE consortium, EUCIM-TE website). Naturally educators focus mainly on supporting the students in the process of acquiring sufficient and proficient language skills. Students with very heterogeneous language and cultural backgrounds in the education system, however, also pose a different challenge to those systems: How do the systems address the students' and parents' needs to feel, for example, well informed about ways and means of successfully navigating a different school system? How do they address culturally very diverse expectations as to the roles of teachers and students in the process of teaching and learning? How do they welcome students with different first languages into the education system? Which language or languages do they choose to inform parents about important events or issues in school? Do they take a clear stand against open or covert acts of racism which occur in the learning environment?

These examples highlight a broader frame in which the European Core Curriculum for Inclusive Academic Language Teaching takes its place. The broader frame can be described as a complex set of conditions, activities, and procedures which make it rather difficult or rather easy for students with a multilingual or migrant background to develop a successful academic career in an education system beyond the question of being proficient in the academic register of the language of instruction.

Research has shown that a supportive broader frame in the learning environment and a welcoming, appreciative attitude towards heterogeneous classrooms can play a positively supportive role in the academic career of multilingual or migrant background students. Therefore EUCIM-TE would like to encourage actors in the education system and educators to adopt measures which support learning in heterogeneous classrooms beyond the instruction towards proficiency in Inclusive Academic Language Teaching. Such measures should be adopted in the education system along with a national adaptation of

the European Core Curriculum for Inclusive Academic Language Teaching in order to lead to more efficient results.

Chapter 6.3 “Inclusive Academic Teaching and School Development” of the European Core Curriculum on Inclusive Academic Language Teaching contains supporting material and examples for

Designing the structure of a supportive system of professional development on all levels of professional achievement

Developing a national adaptation for the European Core Curriculum for Inclusive Academic Language Teaching, disseminating it and implementing it aims at developing the professional skills of educators in a pre-service or in-service situation. It requires resources and effort. In order to maintain and develop the positive results of this undertaking, the education administration needs to keep in mind how to plan a supportive system of professional development on all levels of professional achievement and to diverse degrees of specialisation.

The Needs Analysis Report of the English members of the consortium, for example, quotes the results of a national audit (“The national audit of English as an additional language training and development provision. An independent report commissioned by the TDA. January 2009“, cf. the Needs Analysis Report on the EUCIM-TE website) and identifies, for example, the need for a sustained high level of support for specialists in the field beyond the introductory levels of teacher training in additional language instruction.

An important aspect to keep in mind therefore is to design a system of teacher training for both pre-service and in-service teachers which allows them to acquire and develop their competences in the field of Inclusive Academic Language Teaching over a long period of time. This necessitates structures which perform quality control and continuing needs analysis to improve and adapt the teacher training system and to allow the teachers a (professional) lifelong learning development in this field on all levels of professional expertise.

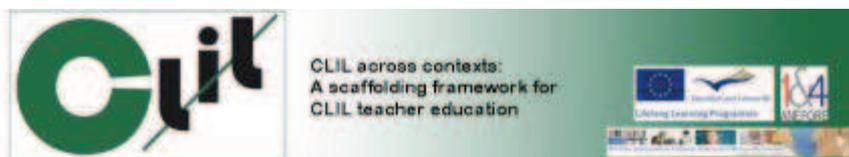
One aspect of this design could be the creation of functional networks within the community of actors in the education system and within the community of educators. The networks would be able to address various aspects of the continuing development and re-evaluation of the national adaptation of the European Core Curriculum for Inclusive Academic Language Teaching concerning:

- the development and re-assessment of the national curriculum and manual
- the development and re-assessment of trainer competencies and peer support programs
- the development and support of graduates of the program and their lifelong professional learning

Links to other EU Projects and Guidelines

- CLIL

<http://clil.uni.lu/>



Project description

“CLIL across Contexts: A scaffolding framework for teacher education is a three-year SOCRATES-COMENIUS 2.1 project which aims at proposing a model for teacher education based on classroom observation and relevant research in selected areas of bilingual education and learning in general. It has also generated local actions in the different countries where academics, teacher educators and CLIL teachers have worked together towards identifying crucial aspects of effective teaching and learning.”

- Don't Give Up

<http://dontgiveup.eu/>



Project description

“Don't Give Up is a European Union funded project whose mission is to reduce the large numbers of adult learners that drop-out of language courses and improve their motivation to complete courses.

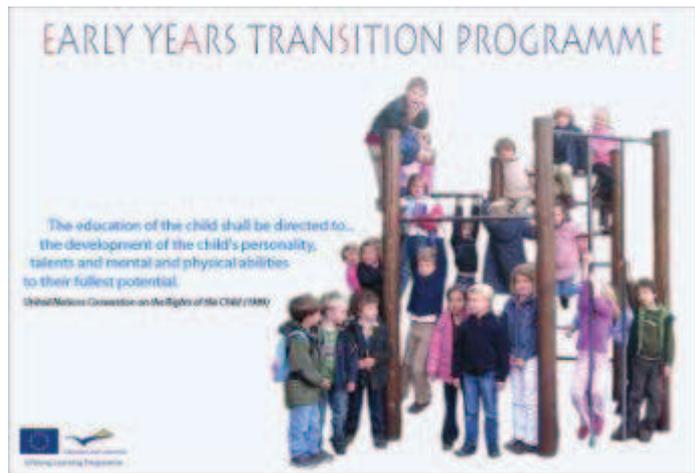
The project has investigated why adults drop-out and has built up a knowledge base of ways to prevent drop-out by motivating students.

The project has looked at every aspect of courses. For example, reasons for taking courses, the structure and teaching of courses, problems students encounter etc. Solutions suggested in the best practices range from the simple, running a basic resource centre to the complex, overall structure of a language course.”



- EASE

<http://www.ease-eu.com/>



Project Description

“Transition from early childhood services to primary school marks a significant change in the lives of children and their families. Continuity between the two sectors is often seen as an important element of transition to school. The project aims to create a strong and equal partnership between early childhood services and primary school in order to improve educational continuity and facilitate the transition process of children (5-7) and their families. This will be achieved by enabling early childhood staff and primary school teachers to develop a cooperative approach to and a common understanding of education that can be adopted at both educational levels.

The aims of the project are:

- To maximize cooperation between both sectors and forge a common understanding of education that can be adopted at both levels and thus facilitate the transition for children (5 - 7 years);
- To encourage language acquisition and early literacy approaches in both early childhood services and families;
- To promote the involvement and exchange of views between parents and professionals of both sectors, particularly to ensure the inclusion of children with special needs and from marginalized families;
- To develop curricula for teacher training in early literacy and language practice and connecting curricula for children with a play-oriented and participatory approach;
- To assess children's literacy learning and thus encourage them to reflect on their own learning processes and to empower them to become autonomous learners throughout life. “

- EPASI

<http://www.epasi.eu/>

EPASI *Educational Policies that
Address Social Inequity*

a programme of observation, analysis and innovation
supported by the European Commission's Department
of Education and Culture's Socrates Programme 6.1.2

Project description

“EPASI in Europe (Charting Educational Policies to Address Social Inequalities in Europe) evaluated educational policies designed to counter disadvantage and inequality in Europe. We analysed policies in fourteen European countries, and report on policies designed to address disadvantage in particular groups. We give an overview of current policy and practice in Europe. We have based our analyses on projects in fourteen European countries: Belgium; the Czech Republic; Cyprus; Denmark; France; Greece; Ireland; Luxembourg; Malta; the Netherlands; Slovakia; Spain; Sweden and the United Kingdom. The work was carried out between January 2007 and February 2009.”

- Includ-ed

<http://www.ub.edu/includ-ed/>



Project description

“INCLUD-ED analyses **educational strategies that contribute to overcome inequalities and promote social cohesion**, and educational strategies that generate social exclusion, particularly focusing on vulnerable and marginalised groups. Europe needs to identify these strategies that will in turn be used by policy makers, education managers, teachers, students and families, and contribute to **shape new policies to meet the Lisbon goals**. INCLUD-ED will be focused on the study of the **interactions between educational systems, agents and policies**, up to the compulsory level (i.e. pre-primary, primary, and secondary education, including vocational and special education programmes) (...).”

- LanQua

<http://www.lanqua.eu/index.html>



Language network for quality assurance
a three-year project with the support of the Lifelong Learning Erasmus Network
programme of the European Union

Project description

“Project aims

LanQua aims to build on emerging European networks concerned with languages, bringing a wide range of providers and stakeholders together to produce a European quality benchmark for the area of languages, which will enable institutions and stakeholders to assure and enhance the quality of provision in higher education.

Project outcomes

LanQua is producing a Toolkit: a European Quality Benchmark, a series of relevant case studies and a set of recommendations for assurance and enhancement of quality in languages and related studies.

Project partners

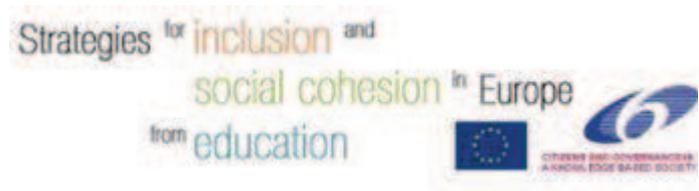
LanQua involves 60 partners from 29 countries across Europe. It is coordinated by the Subject Centre for Languages, Linguistics and Area Studies, hosted by the University of Southampton in the UK.

Project structure

LanQua is divided into five thematic sub projects, each with its own coordinator and deputy:

1. Intercultural communication
2. Language teacher education
3. Content language integrated learning (CLIL)
4. Literature and culture
5. Language learning”

- LinguaINCLUSION
Preliminary project draft



European Fund for the Integration of Third-Country Nationals

Call for project 2009

Title: LinguaINCLUSION – European models and good practices for linguistic integration in primary schools with young immigrants.

Background: Within the "Common Basic Principles for Immigrant Integration Policy in the EU" the knowledge of the language of the host society is considered indispensable to integration and, more in general, education has a key role to avoid social exclusion and marginalisation in the long-term. Primary schools are the site where youth with migrant backgrounds are systematically and in-depth exposed to the language of the host country, at the same time the children of the host society are experiencing the presence of new languages as a natural part of their everyday live; the experiences and the practices in the EU are diverse and the need for a common thinking and exchange is still widely perceived as valuable, especially with respect to the new Member States.

Objective(s): The long-term objective is to optimize the capacities of the school systems to welcome an increasing presence of immigrants and to offer flexible and integrative paths for language acquisition by third country nationals. The specific objectives of LinguaINCLUSION are:

1. Analysis of the different policies developed at national and regional level (according to the distribution of competences within the individual Member State) with a view to facilitate the exchange of good practices in the field of linguistic integration of immigrants in primary schools;
2. Identify success patterns at micro-level (including pilot projects) where new methods and approaches are developed and tested;
3. Capacity building and exchanges for key actors in primary education systems (local and national administrations, pedagogical institutes, research centers, parents and immigrants associations, teachers, others).

Activities: The activities envisaged are the followings:

- Comparative study on school policies for language integration in selected EU countries/regions (which correspond to the country/region of the project partners);
- Seminars and exchanges at policy level;
- Identification of pilot projects at micro-level (school level) in selected EU countries/regions. Such pilot projects will be closely monitored, documented and compared by the project partners with a view to elaborate policy recommendations and proposals for further dissemination of good practices;
- Exchange and seminars for key actors.

Duration: 18 months

Overall budget: not available yet (indicatively 350.000-600.000 Euros, EU co financing 80%)

Number of partner countries: 5

Lead organization: European Academy Bolzano/Bozen – EURAC, Institute for Specialised Communication and Multilingualism.

Other partners:

- Elisabeth Furch – Austria (Pädagogische Hochschule Wien, Grenzackerstraße 18, 1100 Wien, elisabeth.furch@phwien.ac.at, Tel. 0043-1-60118-3921)
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- MOLAN:

<http://www.molan-network.org/>



Network for the exchange of information about good practices that serve to motivate language learners

The MOLAN network project, funded by the European Commission under the Lifelong Learning Programme (LLP), is carried out by 45 higher education institutions and schools from 22 European countries, and four European and national organisations. The project's principal aim is to bring about a positive attitude among young Europeans towards the learning of foreign languages, and towards other peoples and cultures. MOLAN is driven by the conviction that young people in Europe have to acquire multilingual competence for the benefit of society and for themselves.

There are clear indications that neither the principle of linguistic diversity nor the notion of lifelong language learning is widely accepted by young people and by educational authorities and institutions. MOLAN aims at changing this situation by identifying and disseminating policies, strategies and practices which enhance the motivation of young people in formal education to learn and continue learning foreign languages.

MOLAN strives to encourage

- the learning of a second or further foreign language(s)
- the learning of less widely used and taught languages
- cooperation between schools and universities

MOLAN seeks to further the exchange of information between institutions, organisations, decision-makers and policy-makers across Europe on institutional and system-based policies, strategies and practices that have enhanced the motivation of young people to learn languages. To this end, case studies have been prepared in schools and higher education institutions, which are disseminated online and via the MOLAN handbook.

The project will culminate in a major dissemination conference and a declaration to be published in all official European Union languages. Sustainability will be ensured by establishing relay points and language learning networks.

- Share.TEC

<http://www.share-tec.eu/>

Project description

“In Share.TEC, leading European institutions involved in teacher education and in the development /distribution of digital resources for TE come together in a common endeavor to establish a highly visible and functional portal with advanced brokerage services that provide personalized access to a wide-ranging federation of TE content. Founded on the critical mass of partners’ quality-proven TE resources, Share.TEC will interlink with external databases and with distributed TE resources generated by the user community, thus allowing constant enrichment and diversification of the service.”



- Valeur

http://archive.ecml.at/mtp2/VALEUR/html/Valeur_E_project.htm#context

“The overarching aim of the project has been to raise awareness of the resource represented by additional languages in use across Europe; and of the potential to capitalise on this resource in intellectual, cultural, economic, social, citizenship and rights contexts. More specifically, the project set out to map formal provision for additional language learning across Europe, to identify good practice and to make recommendations for providers and decision-makers, taking into account existing policy in support of plurilingualism and related instruments such as the European Language Portfolio.”¹

¹ http://archive.ecml.at/mtp2/VALEUR/html/A1_Valeur_reportE.pdf, viewed on October 20, 2010, p. 13.



Best-practice examples from members of the EUCIM-TE Consortium

The following examples illustrate efforts which have already been undertaken in the countries or regions of the EUCIM-TE consortium partners concerning pre- or in-service teacher education in the area of second language issues. Since they were all launched before the European Core Curriculum for Inclusive Academic Language Teaching has been developed, they focus on the issue from similar or differing perspectives or have a different scope. Also, they were chosen for their connection to changes in professional attitudes and practices in teaching. In all cases the countries or regions have developed more projects than those mentioned in connection with children or adolescents with a migrant background covering other aspects². The projects mentioned here were chosen to illustrate what efforts have already been undertaken in the field concerning teacher education.

Bulgaria

In the field of General Education

Over the last couple of years, as of 2005 until the end of 2007, strategic documents were adopted, directing major efforts to meeting the requirements of European educational standards and the demands of modern life, aiming mainly at making access to school better and easier for all and raising the quality of education. All planned measures view education as an essential factor both for people's personal development and for general social prosperity. The mentioned documents are National Plan on the Integration of Children with special educational needs and/or suffering from chronic diseases in education, National Strategy on ICT implementation in Bulgarian schools, Strategy on the Educational Integration of children and students from ethnic and cultural groups, National school and pre-school education program (2006-2015).

² Cf. Needs Analysis Reports on the EUCIM-TE website (www.eucim-te.eu).

Some processes that have already started continue like optimization of the school network, free of charge supply of course books and supplementary materials (the tendency being to broaden the scope including more than 1st to 4th grade students), supply of free of charge breakfast to 1st to 4th grade students, supply of computers and Internet access for all schools, supply of school buses etc. Others have begun like turning Bulgarian partial experience in external assessment into national standardized external assessment test-based system, decentralization of education management, change of secondary education structure, as of 2006/07 school year a new school education structure was implemented.

There are good practices in teaching based on active methods of learning, as follows International project Reading and Writing for Critical Thinking and program “Step by Step” for primary schools (Regions- Rouse, Silistra, Kjustendil, Pernik).

Still, other reforms are to be introduced after a pilot period nationwide like differentiated payment of teachers, delegated school budgets, term of office for school heads etc.

England

NALDIC

What is NALDIC?

The National Association for Language Development in the Curriculum (NALDIC) is the UK subject association for English as an Additional Language (EAL).

NALDIC was inaugurated in 1993 and since its formation has been the voice of the EAL professional. It provides a professional forum for:

- Teaching and learning of English as an Additional Language
- Supporting bilingualism
- Raising the achievement of ethnic minority learners
- The development and understanding of this field of education

What are NALDIC's aims?

NALDIC seeks to build on proven, sound professional policies and practices and uphold bilingual pupils' entitlement to full curriculum access, appropriate EAL provision and first/home language development. NALDIC aims to:

- Promote the development of policy, practice and research
- Disseminate information on current developments in language across the curriculum
- Draw on the thinking and practice of colleagues working with bilingual learners of all ages, both nationally and internationally.
- Make representations to government bodies on educational issues affecting the teaching, learning and achievement of bilingual pupils.
- Facilitate professional networking through regional and special interest groups and through working with other professional bodies

Luxembourg

Within the early care and educational system a series of measures have been taken to promote the integration of children from immigrant backgrounds while trying to preserve their cultural identity.

1) Lëtzebuergesch for Benjamin (Benjamin-Club – early education)

Benjamin-Club is an integrative early education initiative founded in 1981 by the child guidance service of the Ministry of Education and addressing children from 2-4 and their parents. These regular play and educational groups are organised in collaboration with the parents under the responsibility of a professional éducateur/social and care worker and in the framework of a formal contract of collaboration arranged between the ministry and the private association “Benjamin-Club/GEADE asbl”. During the last 3 years a special language learning programme was developed to encourage learning of Lëtzebuergesch in the context of the children’s groups, by trying to involve the parents as partners. (Kneip & Herman, 2008). Special booklets and Cds are given to children and parents. They cover thematically representative everyday activities in the children’s groups or at home as well as the main festivities of the year. Special play materials (puzzles, dice games, lotto games...) linked to the theme of a story are aimed to encourage playful learning of particular vocabulary or sentence structures. In the first instance, the text in Lëtzebuergesch is doubled by a French translation providing an opportunity for parents to

understand and speak about the subjects in their own language to the children and, by the way, get an informal contact with the language of the country they live in. On a voluntary basis, parents can also take part in a more formal language course in Lëtzebuergesch.

2) The cours intégrés en langue maternelle and the inter-cultural mediators

(cycle 3 to 4 of fundamental school: 9-12)

These courses enable children to follow subjects like history, geography and sciences in their mother tongue. However, the only languages offered are Portuguese and Italian. On the other hand, information sheets intended for parents have been developed and translated into several languages (Portuguese, English, Serbian, Croatian and Albanian). They are distributed to the parents and inter-cultural mediators working in the context of the schools and give supplementary help to improve the comprehension or the communication between teachers and parents (Unsen et al., 2005).

3) The “welcome classes” (école fondamentale and secondary schools)

These “welcome classes” (classes d’intégration and classes d’accueil) have been created to give children who have not gone through the Luxembourgish school system the opportunity to continue their schooling in Luxembourg. French or German are taught using intensive methods and pupils join as soon as possible the mainstream system.

4) The Baccalauréat international

This final diploma of secondary studies giving access to university is offered in either French or English. There exists only a possibility of taking the diploma in one school in Luxembourg City.

The Netherlands

Leoned

The national expertise centre for teacher training in Dutch and Diversity (LEONED) is a platform of and for teacher educators. The objective is to better prepare teachers in primary, secondary education, and vocational training for working with language heterogeneous groups. LEONED focuses on improving curricula of teacher training.

As from 1 August 2010, LEONED launched the second project period for the duration of 2 years. In this follow-up phase, LEONED intends to utilize the digital, knowledge-based platform “Language developing Teacher” to reach the following objectives:

- Extent the digital knowledge-based platform: Develop advanced training materials on specific sub issues (course specific specifications and identifying language diversity in a classroom) and with the focus on some small subject courses.
- Implementing the knowledge bases: The knowledge of the platform regarding Language developing Teacher, Language/Dutch teacher, and other training materials will be introduced in curricula of teacher training.
- Developing and offering of professionalisation trajectories for working with the LEONED-knowledge platform and the knowledge base.
- Increase the community-function of the platform.

(<http://www.leoned.nl/>)

North-Rhine Westphalia

1) German as a second language – new ways in teacher education at the University of Cologne (Modellkolleg Bildungswissenschaften)

The project "Innovation in Teaching and Learning" is trying to rethink the new future teacher training. The model has included 60 college students from the teacher foci on primary school, different types of first secondary high school, integrated comprehensive school and special education.

Contents

The Model College of Education tested the core of an educational scientific studies course for the new BA-MA-teacher training in 2011.

The College takes a different approach in comparison to the current educational science studies, in that the contents of the courses are developed from the required skills for a future career.

The reference framework corresponds to the four core competencies formulated by the Standing Conference of Education Ministers:

- Educate
- Judge
- Teach
- Innovate

These are the main modules that relate to each other reciprocally, and they are being studied in that order.

The three modules "Special Education Foundations", "German as a Second Language" and "Social Communication and Intervention" are added to the four main modules.

The theme of shared learning, inclusion runs through all modules.

This learning group studying together in the model College Education replaces the existing educational science modules in pre-teacher education.

During the course of the project, structural and curricular implementation options are tested and evaluated by all parties.

(<http://www.hf.uni-koeln.de/modellkolleg>)

2) Forming Steering Groups to Promote Language Support

When a writ dedicated teaching resources to founding steering groups on secondary I level in 2005, two District School Boards in Münster and Arnsberg followed this suggestion in different ways:

- The Münster School Board formed a group of specialists which received additional training and then published support materials for subject teaching in Mathematics and Sciences. The materials were published on a website and also made available to the district schools in a print version. Conferences were held to implement the materials at the schools.
- The Arnsberg School Board formed a group that developed guidance papers and materials. These materials followed the idea that busy teachers will not dedicate much time to learning about second language learning and language across the curriculum and therefore need ready-made, conclusive papers to help them implement language support in their schools. Later on materials for subject teaching were added.

The materials were made available to the schools in print, published on a website and training conferences for teachers from the schools were held.

3) German as a Second Language in Primary Schools – A Checklist for Quality Development

In 2008 the RAA-branch at Gelsenkirchen published material offering easy-to-handle, low-threshold checklists for use in primary schools which give information as well as set standards for German as a Second Language-education in primary schools. All major areas of school development (organisation, inclusion of parents, transition from elementary education, school environment and social environment in the area, etc.) and of teaching development (diagnostics, in-school-agreements for teaching, teacher behavior and language, language across the curriculum, support for listening, speaking, reading, writing, correction of errors, etc.) are covered. Also, the necessary coordination between morning teaching and afternoon day care, which is not covered by teachers, is addressed. Literature is recommended. Finally sheets for self evaluation and external evaluation for school use are supplied.

4) Koala – koordinierte Alphabetisierung in der Grundschule (“Coordinated Alphabetisation at primary school”)

The acronym „Koala“ stands for the programme „Koordinierte Alphabetisierung im Anfangsunterricht“ – „Coordinated Alphabetisation during the beginning of school“. It was developed as a method to bilingually alphabetize bilingual children, by making use of their competences while supporting them. It is dependent on the systematic and organized coordination of a common concept between the main teacher of a class and the native language teacher, regarding alphabetization, didactic methods, contrastive language work and content-subject themes. Koala is based on the idea of involving family languages of bilingual children in their language acquisition, as these are an essential part of their linguistic repertoire and identity, as well as the base for the multilingual potential. Furthermore, the children are not only bilingually alphabetized but also receive basic literary knowledge.

In the joint hours, the two teachers work in team teaching and the programme sets aside one hour per week for coordination purposes. This coordination is also important not only when working together but also in separate teaching hours, as language instruction is done contrastively. For the migrant children with less developed German proficiency, the

programme includes German as a second language additional support, which is based on coordination between the two teachers.

The preliminary results of the Koala schools refer to a growing self-awareness of the migrant children through the institutional use of their heritage language. In regular submersion classes, they normally have a reserved behavior and do not participate regularly in class. In the Koala-classes teachers have noted greater participation willingness, for example by the Turkish children; they know that they are allowed to speak the language and will be understood, which also increases their motivation.

For the monolingual children, the encounter with the other language is a helpful experience. They are aware of how it feels not to be proficient in a foreign language and learn it in class. This supports their language awareness, the cooperation and the willingness to work together.

The Koala-classes are also known for their higher acceptance of different languages and cultures. As a consequence a more positive learning environment develops. It is expected but not yet tested that Koala will also have an impact on the acquisition of the English language.

5) Training for Trainers: German as a Second Language in Primary School

In 2009 the Düsseldorf District School Board developed a training programme for trainers in competence teams who will later provide in-service training for primary school teachers concerning German as a Second Language. The programme is open state-wide and is run as three two-day training-sessions which cover 5 modules: Basics of German as a Second Language, German as a Second Language and subject language, German as a Second Language and language support, German as a Second Language and the situation of the students, German as a Second Language and transition points in education. It is written in the form of a core curriculum and states the competences the trainers should acquire in detail.

6) Further training unit “Berater für sprachliche Bildung, Deutsch als Zweitsprache” (“Counselor for linguistic education, German as a second language”) – FörMig Steering group for further training

The unit intends to educate counselors for language and cooperation in the context of continuous and mainstreamed second language education (operative and strategic activities). The participants will thus be able to constitute and manage networks for

language support, engage in regional trainings for others and ensure quality measures. As it is conducted through the federal programme FörMig, there are a number of national experts who can conduct the unit. The main aim is that it is integrated and used as a further training unit in the future, independently of the FörMig programme.

The unit was conceived as a combination of input and self-learning opportunities (blended learning). The courses add up a total of 170 hours and the self-learning section adds up to a total of 280 hours. There are 12 compulsory study days.

The unit includes 6 modules (participants must choose between module 6 or 7):

- Module 1: “Schulerfolg – kein Zufall” (“School achievement – no coincidence”)
- Module 2: “Spracherwerb und Sprachentwicklung unter Heterogenitätsbedingungen” („Language acquisition and development under diversity conditions“)
- Module 3: „Sprachdiagnose und Sprachförderung“ („Language diagnosis and support“)
- Module 4: „Verbindung von Sprachförderung und Institutionenentwicklung“ („Connection between language support and institutional development“)
- Module 5: „Arbeiten im Netzwerk, Projektmanagement“ („Working in networks, project management“)
- Module 6: „Recht“ („Law“)
- Module 7: “Evaluation” (“Assessment”)

7) Qualification measure “Deutsch als Zweitsprache” (“German as a second language”) of the Land North Rhine-Westphalia for subject directors in primary and initial secondary school teacher training seminars

The theme “German as a second language” has gained new visibility through the political aims set by the action plan “Integration” of the regional NRW government as well as the “Federal Integration Plan” developed by the federal government. Accordingly, it became a political aim of the school ministry to improve the knowledge of German as a second language of the teaching staff in NRW. Consequently, as of 2009, it will become a compulsory part of the in-service teacher training in Phase II of teacher training. Seminar directors of Gesamt-, Haupt- and Realschule teacher training seminars and the respective subject teacher trainers for German were trained to implement this compulsory measure.

The 220 participants were invited to attend a 3-day further training unit and then find ways to apply the knowledge in their regional working groups and seminars. The unit was structured as follows:

German as a second language Module 1: Migration and its consequences for the school system	German as a second language Module 2: Support diagnosis and planning	German as a second language Module 3: Language support as continuous school task
<ul style="list-style-type: none"> ▪ Thematic academic lecture ▪ Demographic development in NRW ▪ Didactic and learning strategies in multiethnic schools ▪ Second language acquisition and main obstacles: ▪ Intercultural awareness : <ul style="list-style-type: none"> ▪ Attitudes and roles when dealing with diversity 	<ul style="list-style-type: none"> ▪ Diagnostic competence and individual support ▪ Getting to know and testing elementary and grade-appropriate diagnostic instruments: <ul style="list-style-type: none"> ▪ Optimizing competence in observing language proficiency of second language learners ▪ Basic support options for German as a second language ▪ Alternative didactic methods from second language perspective: <ul style="list-style-type: none"> ▪ Scaffolding ▪ Demek ("Deutschlernen in mehrsprachigen Klassen der Grundschule", learning German in multilingual classes in primary school), a ▪ Preparing texts for teaching according to Claudio Nodari 	<ul style="list-style-type: none"> ▪ Consequences for the classroom ▪ Grammatical and linguistic self-evaluation ▪ Basic competences in second language acquisition: <ul style="list-style-type: none"> ▪ Particularities of the German language and heritage language interferences, ▪ Features and difficulties of the language of schooling, ▪ Didactic planning and development under a second language perspective. ▪ Best-practice examples: <ul style="list-style-type: none"> ▪ German as a second language – model of language support class at the GS Barbaraschule Neuss ▪ German as a second language – model of a language support class in Duisburg.

These further training units were conducted between November 2008 and May 2009. The evaluation questionnaire has shown that it was a positive measure, as long as it were conducted with more allowance for time and with a reduced number of participants (not more than 40).

8) Qualification measure “Sprachförderung Deutsch als Zweitsprache an Schulen in OWL” (“Language support German as a second language in OWL schools”)

Between February 2008 and January 2009 the district government of Detmold and the federal programme FörMig, together with the EU department for Economy and Professional Qualification conducted this qualification measure for participants from almost all German school types. A total of 26 participants from Special Education, Hauptschule, Realschule, Gesamtschule and a vocational school have taken part in it. The contents were based on the module “German as a second language in NRW” used in the second pre-service teacher training phase by the RAA and the “Bausteine DaZ” (Susanne Solinger) of the SPRUNG Project of the EU department for Economy and Professional Qualification.

Participants could acquire didactical and methodological bases for a mainstreamed language support to be applied in their school. These were to be taken into consideration both in regular classes as well as in support courses.

Thematically the unit consisted of the following modules:

- Introduction to the theme
- Establishment of school profiles
- German as a second language, mother tongue and foreign language
- Determining language proficiency in German
- Basis for a language support concept – consequences from the ongoing work
- Reading-comprehension and working with texts in subject-content class
- Writing in the second language German
- Planning a class with a German as second language focus
- Language support in subject-content classes
- Development of support concepts in schools
- Class observation: language support class
- Conduction of class observations
- Analysis of observation protocols

The evaluation of this unit, conducted in the middle and in the end, was very positive and participants would recommend it to others.

Portugal

1. Project Bilingual class - Portuguese-Cape Verde Creole

(2008-2012) (Coordination: Maria Helena Mira Mateus, Dulce Pereira & Luísa Solla, ILTEC - Portuguese TEP) (www.iltec.pt), 1st to 4th grade of Basic education; 2 classes; school: EB1 n.º 1 do Vale da Amoreira

General objectives:

- To develop a good level of bilingualism and biliteracy (oral and written skills) in children, in both languages;
- To contribute for school success in children from Cape Verde and, therefore, to cooperate in their integration in the Portuguese community, improving their linguistic, cognitive, social, and cultural development (also for children whose mother tongue is Portuguese);
- To stress that fact that the Cape Verde Creole is as important as any other language. There are no languages more worthy than others; learning Cape Verde Creole, along with the Portuguese language, is a way of making it prestigious for those students who have it as their mother tongue.

2. Project Languages and Education

(FCT, PTDC/CED/68813/2006) (2007-2010)

(<http://www.ua.pt/cidttf/leip/PageText.aspx?id=8832>), (Coordination. Ana Isabel Andrade, University of Aveiro).

This project is focused on the development of Professional Development Communities (PDC) that involve teachers from basic education and upper-secondary education, and teacher trainers and researchers of language education. Its object of study is shared knowledge construction in language education that aims at changing education, training and research practices. Several aspects are developed: i) conceptions of the participants in the PDC, regarding Language Education; ii) their motivations; iii) their personal and professional paths; iv) the nature of their intervention in the organization and management of the community; v) the nature of their involvement in research, training and practice processes; vi) the impact of the PDC in the (re)construction of knowledge in Language Education. The team has also been participating in several European projects with a view to develop plurilingualism and intercomprehension in language education - like Galanet (<http://www.galanet.eu/>), Ja Ling (<http://jaling.ecml.at/default.htm>) or Galapro (<http://www.galapro.eu/?language=POR+ENG+FRA+ESP+ITA>).

3. APPEAL (start 2009)

APPEAL = Acção / Plano Promoção de Ensino / Aprendizagem das Línguas (Action-Plan for Promotion of Language Teaching and Learning)

Network for the development of language projects (including teacher training), established among the University of Minho (Institute of Arts and Human Sciences and Institute of Education) and Basic/ Upper Secondary Schools in the Minho Region. Its general aim is to foster cooperation between the university and local schools, by making foreign (+ first and second) language learning acquisition more coherent and efficient that will also embrace the initial and in-service training of teachers. To this end, among others, it intends to promote continuous multi-language learning, launch new projects of Language Learning promotion, using the network structure for fostering individual and collective language awareness processes in the life-long-learning perspective, above all within the CLIL-philosophy (Content and Language integrated Learning). The APPEAL-network was included as exemplary case-study in the «Handbook» of the European project MOLAN (<http://molan.elsner-elsner-hosting.de/case-studies/cooperation-with-other-partners-and-stakehol>)

4. Project Action research as a reflective initial teacher training strategy

(1995-2009), (coord. Maria Alfredo Moreira, Institute of Education and Psychology).

This project has been taking place in the final year of student teachers' second language teaching degrees (English/German), practicum year in lower and upper secondary schools. It aims at promoting student teachers' critical reflectivity by helping them to: (1) problematise the contexts of teaching and teacher development, (2) inquire into pedagogical theories and practices, (3) promote learning-centred pedagogy, and (4) value self-direction and collaboration in professional development. Results have been pointing out the reinforcement of student teachers' willingness to work for the promotion of pedagogy for autonomy, defending a view of the teacher as a critical intellectual that takes responsibility for his/her decisions. The pupil takes a role as a critical consumer of pedagogical knowledge, taking responsibility and reflecting on his/her learning and participating in classroom decisions.

Besides these projects, there are several initiatives, undertaken by the following organizations:

1. Association of Portuguese Teachers (<http://www.app.pt/>)

works on the development of training-research-development projects focused on the teaching of Portuguese as both mother tongue and second language. The APP has a long tradition of developing conferences, courses and projects for the in-service education of teachers (the association introduced PL2 and PFL in its manifest back in 1994), as well as participating in research projects on multilingualism in Portuguese schools with universities and with the ILTEC.

2. High Commission for Immigration and Intercultural Dialogue (<http://www.acidi.gov.pt/>),

in collaboration with the National Centre for Immigrant Support (Centro Nacional de Apoio ao Imigrante - CNAI) and with the Local Centre for Immigrant Support (o Centro Local do Apoio ao Imigrante - CLAI) publishes information brochures in the most popular languages, such as English, Portuguese and Russian. It makes it possible for all non-Portuguese speaking immigrants to have free Portuguese classes. There are also Portuguese courses for immigrants organised by the Training and Employment Centres (Centros de Formação e de Emprego)

3. Teacher Association for Intercultural Dialogue (APEDI) (<http://www.apedi.net/>).

This non-profit organization aims at developing actions and programmes (including documentation and materials) that will educate people in values as living together, tolerance, solidarity, and dialogue among different cultures and peoples. The APEDI has been involved in teacher education initiatives ever since 1993, partnerships with cultural and educational associations and parent-teacher associations, but also in intervention and animation projects, and in the production of materials for supporting intercultural education.

4. Several teacher training institutions,

like the University of Porto, University of Aveiro and University of Lisbon. In spite of the fact that in Portugal there is no centralised directive on the inclusion of intercultural education in initial teacher training, there is legislation on the professional qualifications of teachers in pre-school, primary and secondary education that specifies the skills related to intercultural education that teachers should possess. These institutions of teacher education offer several courses on intercultural education and Portuguese as L2/ FL, by means of seminars, special modules or Master's level courses. The.

Slovenia

Through their work with migrant population schools have developed a number of experiences and good practices.

On preschool level activities are mainly aimed at making the children familiar with the new environment. Different social games are used to promote the feeling of acceptance and belonging. Getting acquainted with other cultures, habits, languages, acquiring new words, songs etc. is in the focus of activities. Kindergartens have also acquired experience in various intercultural projects. Good practices include:

- producing a picture dictionary of basic terms for communication with parents;
- support of counselling services with overcoming the initial difficulties in the integration of children into the group of peers;
- informing the peers the child comes from a different linguistic and cultural background;
- emphasis on the work with parents. Members of the broader families are invited who can communicate in Slovene. Timetables are adopted accordingly to enable mothers to get at least some information about their child. Visual aids (photos) are used to complement spoken communication. Mothers are encouraged to learn Slovene.

On the primary school level intercultural communication is also supported through cooperative learning, social games, group work, panels, etc. Areas such as cultural heritage, language culture, habits and usages represent the content. Examples of approach to learning Slovene are also given. The introductory lessons are used to learn the basic expressions and phrases. The learning of the language is differentiated: in the first year it is provided in the form of learning support, it is individualized in the second year or carried out as a form of learning support in groups outside school time and in holidays. Up to 30 hours of additional help is given to students and different kinds of creative workshops. Ideas such as appointing a person to be the immigrant's 'confidant', the use of assistants etc. also appear. Teamwork seems to be of crucial importance for effective teaching of immigrants, involving weekly meetings to define the themes and didactic approaches, adaptation of assessment etc. Reporting the student's progress in broader meetings of the teaching staff is also important.

In the secondary schools the approaches are different and the student is given a more active role. Schools have presented their adaptations of the curriculum to the needs of immigrants. Schools carry out project days, they organize different kinds of exchange of students with schools abroad and inland. Schools also encourage students to help their immigrant peers with learning, use poster presentations in the classroom and endeavour

to solve different problem situations as soon as they appear. They use intercultural communication to mitigate the language barriers in the classroom, to prepare other students to receive a new schoolmate from a different cultural background. Teachers mainly use their own example, convey the message some effort is necessary and encourage the students to imagine how they would feel in new environment and in this way promote empathy with immigrants. The students are encouraged to learn about the places of origin of their immigrant peers and with their cultural characteristics such as typical celebrations, typical food, uses, family life, different linguistic expressions, religions, education system. Some of the strategies they use in the education of students with migrant background are:

- communication in another language (English); students who have been in school for a longer time help as interpreters;
- individual teaching of Slovene;
- providing accommodation in a dormitory facilitates socialization and language acquisition;
- adopting the teaching approaches to the needs of the student employing different strategies - individualized learning plan;
- organizing additional learning support;
- cooperation with the members of the family;
- cooperation with the students who speak the immigrant's language;
- teamwork.

External support to schools and teachers is crucial for efficient integration of students with migrant background. Along with some newcomers the National Education Institute and the Centre for Slovene as a Second language are the main actors in this field in Slovenia.

NEIS' experience in providing support to teachers who work in multicultural environments abroad and developing materials for teaching Slovene to members of Slovene communities across the borders and all over the world has been valuable also in providing support to teachers who encounter this challenge at home with another kind of audiences. Three kinds of programmes are available for teachers:

- in-service training programmes outside the school;
- short , one afternoon meetings for school staff in the school;
- individual consultation on specific issues concerning migrant integration.

In-service training courses provided by the NEIS last 3 to 4 days (24-32 hours). Experience has shown the most effective approach is to organize the course in two parts: a two day course, where ideas are presented and explained, followed by another one- or two-day

meeting after a two to four months' period of experimentation, implementing the ideas and observing the practice in school. The second meeting is dedicated to looking for possible solutions to the problems encountered between the two meetings concerning work directly with students, with their parents or involving the broader environment into the integration of students, and to the exchange of teachers' reflection on their own work.

Additionally short in-service courses are available for school teams on their request, individual consultancy as well as printed³ and web materials⁴.

Sweden

The National Centre for Swedish as a Second Language

The National Centre for Swedish as a Second Language at the University of Stockholm is a national resource and development centre, commissioned by the Swedish government (SFS 2007:1475). Its area of responsibility is limited to the area of Swedish as a second language and includes all school levels from preschool to adult education.

The principal aims of the National Centre are to

- serve as a link between researchers, educators and society at large
- clarify the significance and role of the subject 'Swedish as a second language in teacher training as well as in social and working life
- advocate the implementation of a curricula for 'Swedish as a second language
- spread knowledge and awareness of the special learning processes involved in acquiring a second language
- endorse teaching methods which support linguistic and cognitive development
- stimulate discussions on teaching media and keep up with developments in the area of educational material
- initiate discussion concerning intercultural issues

The National Centre for Swedish as a Second Language

³ Motik, D.(2009) Poigrajmo se s slovenščino, Ljubljana: Zavod RS za šolstvo (materials for students of non-Slavic origin; Motik, D., Veljić, I. (2006). Spoznavam sebe, tebe, nas: Priročnik za učitelje in starše. Ljubljana: ZRSŠ. The handbook opens a number of issues encountered by teachers working with students of different ethnic, religious, etc. background; Dragica Motik, Irma Veljić; ed. (2008) Miscellanea »Vrtec in šola – stičišče kultur, Zbornik gradiv za spodbujanje medkulturnega dialoga ZRSŠ, 2008.

⁴http://www.zrss.si/slovenscina/dopolnilni_gradiva.htm

- organizes seminars for educators and researchers where topics of immediate interest may be actualized
- takes initiative in the development of networks around important issues at all educational levels
- organizes recurrent symposiums
- accepts commissions from public authorities, municipalities and organizations
- spreads information through a web site, publications and personal contacts.

In the following some of the networks organized by the Centre for Swedish as a second language are listed:

- Network for teachers who work with children/pupils seeking asylum
- Network for teachers in pre-school
- Network for teachers in preparation classes
- Network for teachers in IVIK (immigrant pupils in upper secondary school preparing for a regular school programme)
- Network for headmasters of schools of Swedish for grown-up immigrants
- Network on pronunciation
- Network on dyslexia
- Network for upper secondary school teachers in Swedish as a second language
- National network for teachers of Swedish as a second language in teacher training

The project “The shrewd fox”

The project “The shrewd fox” is developed in a school in one of the suburbs of greater Stockholm where less than 1 % of the children have Swedish as their mother tongue and some 100 languages are spoken. This reading and writing project is inspired on Whole language-methodology from New Zealand. Children from pre-school up to school year 3 are involved. The keywords of the project are reading, writing, telling, dramatizing, drawing and painting and all activities are based on them. The teachers cooperate with librarians. The project has been very successful.

The IDA project

The IDA project is developed in Västerås in the county of Västmanland. I stands for including, D for participation and A for activity. The project has three parts: Support of families, culture and mother tongue/linguistic support. Its aims are to improve the results,

support families in their parenthood and increase the number of staff with ethnic, linguistic and cultural background other than Swedish.

Skolverket/ National Agency of Education

A specific report to spread knowledge on best practice from pre-schools and primary schools was published by the National Agency of Education, in order to promote the development of multicultural instruction:

-Idéskolor för mångfald – att sprida goda idéer och förbättringsprocesser. (No date). Myndigheten för skolutveckling. Stockholm: Skolverket.

The National Agency of Education also launched a web-site for mother tongue instruction in the early 2000's, which has developed to a rich source of presentations of practical experiences and minor projects for a wide variety of L1's within the Swedish school system: Tema Modersmål ('Topic Mother Tongue'); see: www.Skolverket.se).

Study workshops

In the study workshops reception, introduction and special schooling support are developed to help the newly arrived pupils. This has for example been fairly successfully developed in the municipality of Eskilstuna for some years.