

THE LINGUISTIC AND EDUCATIONAL INTEGRATION OF CHILDREN AND ADOLESCENTS FROM MIGRANT BACKGROUNDS

STUDIES AND RESOURCES

N° 6

Cooperation, management and networking: effective ways to promote the linguistic and educational integration of children and adolescents from migrant backgrounds

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LIST OF STUDIES AND RESOURCES ACCOMPANYING THE CONCEPT PAPER ON

The linguistic and educational integration of children and adolescents from migrant backgrounds

1. *Language diagnostics in multilingual settings with respect to continuous assessment procedures as accompaniment of learning and teaching* – Drorit Lengyel
2. *Languages of schooling: focusing on vulnerable learners* - Eike Thürmann, Helmut Vollmer and Irene Pieper
3. *Migrant pupils and formal mastery of the language of schooling: variations and representations* – Marie-Madeleine Bertucci
4. *Capitalising on, activating and developing plurilingual and pluricultural repertoires for better school integration* – Véronique Castellotti and Danièle Moore
5. *Professional development for staff working in multilingual schools* – Jim Anderson, Christine Hélot, Joanna McPake and Vicky Obied
6. ***Co-operation, management and networking: effective ways to promote the linguistic and educational integration of children and adolescents from migrant backgrounds*** - **Christiane Bainski, Tanja Kaseric, Ute Michel, Joanna McPake and Amy Thompson**

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General introduction

In contemporary kindergartens/nursery schools and schools, linguistic diversity is a common feature and thus should be the starting point for the educational activities of educators and teachers. This is not only, but not least, due to the fact that immigrant minority children usually live bi- or multilingual lives in the host country. Thus, they bring a multitude of languages and language competences to their educational institutions. It is the institutions' task to deal with the different linguistic preconditions of children and youth in a constructive and enhancing way, in order to enable them all to have educational success. Multilingualism is a potential resource for the individual as well as for societies and their schools in an increasingly globalised world. This raises the question of how schools and other institutions of literacy and education can best succeed in achieving this.

International experience indicates that the support and advancement of language proficiency - in the sense of competences in the language of schooling as well as multilingual competences - is particularly successful, if all institutions involved in the language education of a child cooperate: the parents, the kindergartens and schools, and - as far as possible - other partners who are available in the environment of the child. The best form of cooperation is to act within a joint framework or conceptualisation in which language education is explicitly described as an integrated and holistic task. Such cooperation offers opportunities for the effective exploitation of the resources available – but also the opportunity to discover, unfold and make constructive use of the potential for learning of all children that is inherent to a multilingual and pluri-cultural student body. Cooperative approaches open up chances to monolingual children as well as to the bi- or multilinguals. Both groups can profit from the development of language abilities and attitudes which are an excellent prerequisite for success in a globalised world.

This chapter focuses on ways in which the linguistic integration of bi- and multilingual children and young people can be designed successfully through collaboration among pupils, parents, teachers and other educational experts as well as between schools and other institutions.

The concept of “cooperative integrated language education” was developed in Germany by the pilot project FörMig (Enhancement of Children and Young People from migrant backgrounds). It claims to be the nucleus of an innovative concept for language education in general: benefiting not only bi- or multilingual immigrant minority children, but all children in modern, culturally and linguistically differentiated societies. Approaches developed in English speaking countries, such as “Language across the curriculum” and “Language awareness”, have served as starting points for the development of the new concept.

Two features characterise the philosophy of the FörMig-project: “cooperative integrated language education” and “academic language”. The notion of “integrated” highlights the view that language education is a task for all domains and subjects of learning and schooling is highlighted. It applies to an entire education career. International research shows that short-term intervention measures (temporary enhancement, usually in addition to the standard offer) are not likely to create a lasting, sustainable positive effect on the language development of bi- and multilingual children and young people. To understand this, it is necessary to distinguish between everyday colloquial language and “academic language”(in German: “Bildungssprache”). The latter characterises the language demands of educational institutions. It is both object and goal of successful language education. The FörMig-project developed the following definition: “Academic language [...] refers to a specific register of language competence. This is a formal register, i.e. a way to use language that adheres to certain formal requirements. As a rough characteristic one could say that academic language is oriented towards the rules of written language, even when used orally. In the context of

education this register is especially important. It is used in learning exercises, in textbooks and other teaching material; it is applied in exams and everyday assessments, and in much classroom discourse. The further advanced the education career and the further differentiated the subjects or domains in class, the more the academic language register is used and required.” (Gogolin/Lange 2010).

For the practical realisation of the FörMig-concept, a structural model was developed. It sets the frame for cooperative language education. Integrated language education takes place throughout the learner’s whole educational career. Special consideration is given to the transition phases within the educational system in order to achieve conceptual continuity between the institutions that take on and those that hand over: from nursery school to primary school, from primary school to secondary school, from secondary school into professional education. On the horizontal level integrated language education has to be implemented by the concerted and coordinated contributions of many participants: the personnel in educational institutions, but also partners from outside, pedagogical experts as well as lay people. This means first of all to include parents as active partners in the process of language development. Other partners can be local libraries, experts from migrants’ associations, other local initiatives, migration social services, theatres, media, and many more. As partners in the educational process, they join forces in regional language education networks, each contributing their own specific expertise to the shared targets of language education. Such networks have to be built up carefully and slowly in order to develop sustainable cooperation structures. In the practice of FörMig, very different kinds of networks have been formed - each representing a mirror of the specific demands of an educational setting on one hand, of the available resources on the other.

Cooperative integrated language education – as developed in FörMig – means a lively alliance of available potential, promoting the development and realisation of innovative ideas, as well as a multitude of ideas and options to find joint solutions for better language education.

For more information on the FörMig-project see: www.blk-foermig.uni-hamburg.de.¹

In the following chapters we present examples of cooperation, management and networking: collaboration among learners, teachers, parents, professionals, volunteers and institutions to support the linguistic and educational integration of young learners with migrant backgrounds.

The question of resources is the focus of the first chapter. Who can make which contribution to language education? How is it possible to engage parents? What should be taken into account when identifying resources?

The second chapter addresses the question of how to realise cooperation within educational institutions and among teachers. Which preconditions are necessary? Practical examples illustrate how language education can be implemented in all subjects and learning domains.

The third chapter looks at the topic from the perspective of cooperation among educational institutions based on three types of school collaboration and networking activities: pupil transitions (from one school to another); local and digital networks; and collaboration between mainstream and complementary schools.

Possibilities of networking within the social environment are addressed in chapter four, using the example of “one square kilometre of education”. It shows how people in charge of local

¹ Unless otherwise indicated, all websites were checked on 11 October 2010

authorities, professional services, day-care centres and schools, as well as volunteers, can develop and establish educational work successfully in an urban area.

The final chapter deals with some aspects of the setting up of networks and the process of cooperation. It offers suggestions for assessing the quality of cooperation, and the stability and the efficiency of a network.

1. Resources

1.1. How to clarify resources

Many ideas concerning networking derive from the tradition of “community education”. This aims to enhance cross-departmental and cross-divisional cooperation and networking among schools and institutions for vocational and further education, for cultural and social work, and for welfare as well for activities unrelated to schooling (außerschulische Lebenswelten). The aim is to connect education to “real life” in the community and the region.

Life-long learning, integration of marginal groups, cross-generational approaches, intercultural orientation, think global and act local - all these are key concepts of community education. Therefore this approach is also suitable for the development of networking to strengthen language education and to enhance plurilingualism.

Networking requires an analysis or rather an appraisal of the existing resources as well as of deficits and further needs.

In this respect the main questions are:

- What are the goals of our project and how can they be achieved?
- Who is the target group: children/ young people who have been brought up plurilingually? – families/ schools? – What are their wishes, expectations?
- Which areas of language education and advancement are already working well, where is it necessary to extend/complement/broaden the range on offer?
- Who are potential partners for cooperation and why are they appropriate partners?
- How large should the network become – should it cover the urban area, the whole municipality, or the region?
- What do available socio-cultural and other contextual data tell us about this area: demographic development – social structure – educational institutions (day-care centres, schools)
- Which possible partner institutions exist in the area (libraries, health services, parents’ initiatives, associations, migrants’ self-help organisations, etc.)?
- Which human resources are available: specialised staff, ethnic minority achievement services, welcome centres, or other institutions with specific capacities?
- Which material resources are available: public funding, seed money, money from private enterprises or foundations, other relevant resources as locations, material?

1.2 Children and Young People and their Resources: Some examples

1.2.1 Young interpreters

Several local authorities (municipalities) in the UK have established young interpreter initiatives, recognizing the skills of bi-/multilingual pupils and providing peer support for new arrivals who are just starting to learn English. One such scheme is the Hampshire Young Interpreters Scheme, where both bilingual and monolingual English-speaking students in primary and secondary schools are trained to use their language skills in a variety of ways to help a new arrival to access English and feel part of the school as quickly as possible. They learn different strategies to clarify, explain and ‘interpret’ a whole range of school activities,

systems and procedures to new entrants, using children's other languages where appropriate or through the medium of child-friendly English where first language isn't shared by other pupils or adults.

Student interpreters can be used to:

- Show visitors around the school, particularly new arrivals who are starting to learn English
- Support other learners of English in the classroom.
- Regularly monitor that new arrivals are settling into the school and provide updates for staff
- Provide taster lessons in other languages for students and or staff
- Buddy up with new arrivals during their first few weeks to demonstrate school routines etc.
- Buddy with new arrivals on the playground and introduce them to other students or show them which clubs/lunchtime activities are available
- Assist communication with other students/ parents/ carers who are new to English in order to support school staff
- Interpret pieces of writing for learners of English
- Welcome parents at school events, use bilingual skills to meet and greet, or present information in other languages

Website: <http://www3.hants.gov.uk/education/ema/ema-schools/ema-good-practice/ema-pupil-interpreters/ema-hyis.htm>

1.2.2 Language of the Month

The *Language of the Month* project at Newbury Park Primary School in Essex, England, uses the children of this multilingual school as a resource to teach others the basics of the languages they speak. Each month, one of the school's languages is selected and children in all classes across the school learn the basics of this language, taught by the children in the school who are already fluent speakers. In addition, parents who speak the language are invited to the school to provide information about the country and the culture, tell stories or present other kinds of information relevant to the language of the month. The school lists the following goals of the activity:

- to give bilingual children the opportunity to demonstrate the language skills they bring to school
- to enhance the status of bilingual children
- to broaden the horizons of monolingual English-speakers
- to show respect for other languages and cultures
- to give parents an opportunity to be actively involved in their children's learning

The project website collates resources developed by the school and its pupils. These include video clips in which pupils model the pronunciation of basic words and phrases in over 50 languages (from Afrikaans to Yoruba) and information about where the language is spoken. Audio files, activity worksheets and teaching ideas are also downloadable from the site. The *Activities Booklet* provides details of the ways in which children and their parents are engaged in the work, and ideas of different ways in which parents can contribute to the project in the classroom and in whole-school assemblies.

<http://www.newburypark.redbridge.sch.uk/langofmonth/>

1.3. Parents

Many successful school development programs emphasise the strengthening of connections across various systems, especially among families, educational institutions and the social community, known in Germany as “partnerships in education and formation”.

Therefore, in a social setting, the success of schools’ networking with other institutions and with parents is important.

Of course child development depends not only on the relationship between the child and his or her parents, but also on a number of other factors – living conditions, play and leisure facilities, neighbourhood relationships, support and benefits for families, etc. Some become significant only during the course of childhood and adolescence. In this context, we need to envisage cooperation with parents within the network as a development-oriented and supportive enhancement of children’s and young people’s lives.

Nevertheless, parents and the family context play a key role in children’s cognitive and emotional development and their school achievement. The family lays important foundations for learning processes in and out of school. Extensive empirical research data on the role of the family and the attitude of parents for the socialisation process of children shows this very clearly.

Parents’ participation is a key feature of the success of networking for language education/enhancement.

Questions when analyzing the resources for language education:

- Which languages are present among the children – how actively are the different languages being used – how dominant are the languages within the families?
- Does an active parents’ organisation already exist, or at least are there active parents with other languages? If yes – which?
- Do parents or parents’ organisations/ migrants’ self-help organisations already possess relevant expertise (reading mentors, experience with techniques of storytelling or storyreading, good knowledge of the languages in question, experience as mediators for language and/or culture...)?
- Are specialised staff available at the educational institutions involved, and have they been trained for cooperation with parents?
- Where are the contact people for counselling, support or further education in this field?
- Is the work embedded in interregional work – is this welcome?

Considerations, remarks:

In many German areas the integration of parents is enhanced by well-directed networking and the involvement of migrants’ self-help organisations in educational, political and pedagogical programmes via regional events, seminars, series of seminars, further education and scientific support.

Related strategies include educational agreements with all supported migrants’ self-help organisations, which aim to improve the educational situation of the migrants’ children.

Usually migrants’ organisations play a major role in cooperation with parents as “bridge-builders” between women and men, and between children/ families from migrant backgrounds and local people. They support parental participation by mediating in terms of culture and language.

Integration-enhancing measures for children and young people with migration backgrounds, including their parents, should be guided by the following aspects:

- start at as early an age as possible (from what age does the network offer language education including parents, or rather from what age would it be feasible?) - recognise and communicate cultural and linguistic plurality as potential and opportunity – if possible include all languages,
- include parents at all learning and development steps – take the cultural and social preconditions of all parents seriously – broach and accept differences, but avoid the impression of cultural exoticism
- imbue parents with knowledge about child and language development – taking on and strengthening the specific competences of immigrant parents (e.g. competences in their language of origin or the respective national languages, competences in storytelling or reading aloud, etc.),
- give parents suggestions for handling languages in family life and in their relationship with their children, distinguishing between cultural factors and social situations,
- strengthen and support parents in their cooperation and engagement with others – accept heterogeneity – enforce neither assimilation nor harmonisation – strengthen the tolerance of ambiguity,
- provide parents with tangible tasks and include them in their children’s educational development (see home-school-agreements – choose modified versions for language education),
- provide parents with competent contact people from educational institutions – train specialised staff for cooperation with parents in order to establish relations on an equal footing between parents and educators.

Not all kinds of parental participation have to be in place from the outset. Networking is also development work. You start with what is available and set up the other options over time.

You could start, for example, with plurilingual information for parents on low-threshold educational offers; this could be extended by including parents in educational concepts (e.g. “Rucksack”) and further by setting up “parent pilots” (Elternlotsen) or parents’ networks relating to educational institutions, the urban area or the region. “Rucksack” is a method which was designed for the support of cooperation between parents and educators or teachers (see <http://www.rucksack-griffbereit.raa.de/willkommen.html>). It contains of useful equipment for the pedagogues as well as for the parents, such as a handbook, multilingual (i.e. in German and the major immigrant minority languages in Germany) information for parents on language development and the importance of reading as well as books and games for the children. The “Rucksack” is brought to parents by so called parents’ companions – mostly mothers who are especially trained for taking up contact with parents in their residential area and introduce them to the whole idea.

1.3.1. Ways of parental participation

Parental assistance

In the following section we briefly explain different approaches to parental assistance and cooperation with parents. They can be applied for different purposes of contact between parents and educational institutions, but at the same time they indicate a scale of parental involvement.

Parents support – voluntarily, in honorary capacity and usually on an organisational level – the educational institution or another institution with their work. In this capacity they do not have necessarily a direct connection with the learning and educational process of their children.

Parental contribution

Against the background of a shared educational task parents cooperate closely with the educational institution and contribute by voicing their opinion, participating actively and influencing decisions – at class or school level, within committees, but also outside of a formal framework.

(Inter-cultural) Mediation/Facilitation

Parents become experts (e.g. cultural mediators, facilitators etc.) and are available for communication and cooperation with institutions (e.g. educational institutions, authorities etc.).

Parental education

Parents are offered the opportunity to participate in further education provision to expand specific pedagogical, communicative and inter-cultural competences, which enable them to do qualified, enumerated educational work, e.g. as part of multiplier programs.

Parent / family development

Parents are offered opportunities and assessment of their personal, general or specific development, e.g. to strengthen their educational competence, to increase language competences and to support them when shaping surroundings that facilitate development and learning for their children.

Coordination is an important part of networking.

The range of provision for parents and their supporting organisations has to be connected and coordinated in a sensible way; emerging networks need professional monitoring.

Evaluation in the sense of quality check, quality assurance and quality development is necessary. The range of provision for parents should be appraised on a regular basis regarding its quality and effectiveness, and refined, if necessary.

All necessary responsibilities and accountabilities within a network need to be clarified and formally agreed.

Example:

An example of well-directed parental participation are the so-called “home-school agreements”, which are mandatory in England since September 1st, 1998².

They are supposed to establish and strengthen the education and formation partnership between parents and teachers.

There are four main targets to be pursued and achieved:

- **Better home-school communication** (for example, on issues such as pupil progress, information on what pupils will be taught, homework, and domestic concerns that may affect the pupils' ability to learn effectively)
- **Parents and teachers working together on issues of concern** (for example, aspirations, expectations, behaviour, bullying and drug education)
- **Parents supporting and helping their children's learning at home more effectively**
- **The identification of issues that need to be addressed** through the School Development Plan (Department for Children, Schools and Families)

² See <http://www.standards.dfes.gov.uk/parentalinvolvement/hsa/> for further information. This website was checked on 12 October 2010 but relates to policy of a previous administration and therefore may no longer reflect current government policy for education in England.

Standard 1: Welcoming all families into the school community: Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively: Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: Supporting student success: Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child: Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power: Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community: Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation (Parent Teacher Association 2007)

1.3.2. Multilingual Communication with Parents

<http://www.primaryresources.co.uk/letters/>

One of the key issues for schools in building partnerships with and involvement of parents of new arrivals is to establish two-way communication with parents who are themselves new to the language of the school. In England, many schools make use of the following resource to help build communication with parents and induct them into some of the processes of mainstream schools. The site hosts about thirteen short letters to parents written in thirty-two different languages. The letters convey some of the messages most commonly used with parents, for example, a welcome letter, a letter inviting parents to attend a school assembly, a letter informing parents about a school trip. All the letters contain a simple reply slip to enable parents to respond to the school.

http://c99.e2bn.net/e2bn/leas/c99/database/p2/dosearch.php?title=translation&cat_id=68&search.x=18&search.y=11

Cambridgeshire local authority hosts a portal containing multilingual resources, letters and information for parents on a range of topics, including information about the English education system in Polish and Slovak, and a range of curriculum subject-based vocabulary in different languages.

1.4. Co-operation between schools

Schools can learn from each other and collaborate. The experiences within the FörMig-project show that it makes sense to link up with other educational institutions and thus to benefit from the different competences available.

Regarding collaboration and common use of resources with other schools, the following questions need to be answered in the respective projects:

- Are there schools with similar working concepts and plans regarding language education and enhancement? Do they have their concepts ready – do they work with exemplary site-specific projects – or are they also still in the early stages of their development?
- Which languages are present, and how can they be supported? Are they the same languages as at your own school, or are they different – are there possibilities for exchange and mutual support?
- Is there a concept of teaching academic language?

- What professional expertise do the staff have? Are there any specialised staff who can collaborate? Have teachers been trained in the linguistic issues relating to their specific subject area? Would the staff of the cooperating institutions be prepared to take part in joint professional development activities?
- Is there an option for cooperative professional development on the spot – e.g. for mutual lesson observation, for joint planning and development of teaching strategies?
- Are there specific enhancement strategies or methodological approaches (e.g. cooperative learning) that support better language acquisition among children?
- Do the cooperating schools share a joint perspective on what is relevant for language education? What happens if perspectives differ?
- How is interdisciplinary collaboration planned and managed?
- Are there experiences in the evaluation and documentation of language development (e.g. via language portfolios...)?
- Are teachers familiar with the specific features of bi- or multilingual development? Are they able to consider and take multilingualism as a prerequisite for learning and teaching into account?
- Are there any joint quality standards for language education that can be transferred from one partner to the other?
- Are the partners familiar with the evaluation of their concepts and practice and are they willing to establish and take part in such processes?
- Are the head teachers, supervisors and administrators willing and able to offer the necessary support and commitment for cooperative integrated language education?

According to experience (not only in FörMig), schools that commit themselves to cooperative integrated language education have to

- agree on common goals and arrange the conceptual work accordingly,
- devise practical concepts which fit their specific needs with respect to the actual composition of their student body,
- document their goals and concepts in a transparent manner so that all participating persons - head teachers, teachers & administrators, pupils, parents and other actors can relate and contribute to them,
- arrange for continuous evaluation and revision of their concepts and practice.

Through cooperation, synergies of human resources can be created. In-service education or other professional development activities can be coordinated. The sustainability of resources can be enhanced. Additional resources can be shared and thus be invested more effectively.

1.4.1. The multilingual primary school

<http://www.teachers.tv/video/3077>

This video clip shows how one primary school aims to work closely with parents so they understand what is expected of them, what is going on in the classroom and how they can support their child's learning at home. They do this by creating a welcoming ethos through their open-door policy and their visual policy of a rich mix of fabrics, artefacts and languages on display. The school also boasts of the value of having a highly visible plurilingual staff.

1.4.2 Sharing dual language books

<http://www.uel.ac.uk/education/research/duallanguagebooks/index.htm>
<http://www.uel.ac.uk/education/research/duallanguagebooks/recent.htm>

This web resource is hosted by the University of East London, CASS School of Education for teachers and researchers working with bilingual pupils.

This resource contains a number of examples on how schools have developed partnerships

with parents and enabled parental involvement in their children's learning through the use of dual language books.

1.5. Cultural organisations

In each residential area there are many organisations and associations that can support the work of educational networks, such as migrants' self-help organisations as well as independent sponsors of youth or public welfare and associations (e.g. sports clubs).

A status analysis should include the following questions:

- Which migrant organisations exist in the surroundings of our school – which languages are spoken there – is training in language education already available or is it necessary to make further provision?
- Which sponsors of youth or public welfare exist – do they mainly consist of members of the majority society or are they staffed multiculturally – which experiences in language education and enhancement are available – which languages are being spoken – do they have trained staff or do they need further professional development?
- What associations are there (sports clubs, dancing clubs, literary clubs, hobby groups...) - what kind of members are included – are there connections to language education – are they interested in language education - do they have trained staff or do they need further professional development?
- What can we offer those organisations to raise their interest in cooperation regarding language education and enhancement, to engage them and to get them involved on a permanent basis?
- Which resources in terms of abilities, dispositions and support are available?

By involving such organisations in language education and enhancement it is possible to address several concerns and opportunities for development. Language education can be integrated within and also outside of class. Hereby, plurilingualism can be implemented as a resource in a targeted and guided way. Medium- to long-term language development targets can thus be established by out of school organisations.

Children and young people experience language education and enhancement – considering their plurilingualism appreciatively – within school and family as well as in cultural/ethnic or leisure organisations. In this way, the cognitive aspects of learning are included while the emotional and creative dimensions of their personality are strengthened.

This cooperation can complement mainstream school provision by specifically enhancing linguistic domains as: phonological awareness, listening comprehension, articulation, reading strategies...

Common goals should be:

- awakening and maintaining enjoyment of language/speaking,
- enhancing the creative use of language.

To this end various methods can be used and the different abilities of members of the organisations can come into play, often those which do not get sufficient space and time in class:

- use of music and rhythm / drama
- use of games to practise specific linguistic phenomena

- enhancement of children’s other languages – e.g. opportunities to become literate in these languages
- everybody will gain more knowledge about the social and cultural backgrounds of the children and their families.

2. Cooperation within schools – collaboration between teachers

Teaching linguistically heterogeneous classes implies that many pupils are learning mainly in a language other than their first language. This poses a challenge for teachers in terms of devising lessons which provide access to content to all children and young people, irrespective of their linguistic backgrounds. Two basic principles have proven successful in this respect: language education must focus on the advancement of academic language skills, and the teachers of all domains and subjects have to play an active part in this. Experience shows that the development of academic language skills is the more promising, the better different domains of institutional language learning have been harmonised. This chapter looks at how to achieve such effective and efficient cooperation inside schools among teachers of all subjects and domains.

Approaches such as “Language across the curriculum” (www.language.brown.edu), “Content and Language Integrated Learning” (www.clilcompendium.com) and “Language Awareness” (www.languageawareness.org/), established in English-speaking countries for some time provide models for language learning in all subjects. The overall concept of an integrated language education developed by the pilot project FörMig in Germany (www.blk-foermig.uni-hamburg.de) ties in with these.

2.1 Preconditions for a systematically coordinated language education

Allocating resources in terms of time and material

Changes within educational institutions require commitment from all parties involved in addition to their daily routines. In order to establish stable and profitable cooperation and to implement development work successfully, the teachers involved need additional time resources, e.g. through release from teaching, and financial means, e.g. for further training. Where this is not the case, both the practical cooperation and the motivation of everybody involved are diminished.

Building teams and including the institution’s management

No doubt, the active willingness of teachers and education personnel to participate is a crucial precondition for effective development work. Many innovation projects show, however, that this can rarely be achieved by giving orders. Bottom-up models are usually more promising. Nevertheless, the participants need backing and support from the management.

In practice it has proven to be of value starting school development projects with willing and dedicated individuals who will transfer their dedication to the teachers’ body and gradually interest hitherto reluctant colleagues in the project.

Creating clear organisational structures

Cooperation within educational institutions needs clear organisational structures. However, for this purpose no “one-size-fits-all” solutions exist. Standard practices in innovation projects range from a loose series of meetings between the participants – three to four times a year – to the establishment of permanent teams with regular meetings, mutual observation of teaching and joint further training. It is essential formally to define a fixed time frame, and to set up and execute a clear product-oriented programme. FörMig found that setting up teams

of teachers based on year or subject level as especially favourable preconditions for the quality development of language education in class. A promising method is setting up “professional study groups” (see “guidance to practitioners” below).

Setting realistic goals and arranging clear responsibilities

To carry out successful school development projects, it is also necessary to clarify the goals and contents of cooperation as well as formally to determine competences and responsibilities. Often the goals set are too ambitious or too abstract and it becomes difficult to achieve these within the set time frame. An initial audit is recommended, in order to describe the desired goals and fields of action precisely, moving from this to determining responsibilities formally, according to available human and material resources, and then to assessing achievements in regular intervals.

Setting up systems of support

Innovation projects are always an additional task besides the day-to-day school business for all participants. It is therefore difficult for the teachers involved to stay focused on new approaches to language education without the support of change agents. It has proven useful for teams to be supported in their development work by trained coordinators. One model to support the cooperation and development process is offered by the federal state of Hamburg. Here, language learning coordinators have been appointed at the schools as part of the regular system (see “Hamburger Sprachförderkonzept” <http://www.li-hamburg.de/abt.liq/liq.projekte/liq.projekte.14/index.html>).

The example of a FörMig pilot school in Hamburg shows how this can support systematic development of cooperation and implementation of a language education concept, involving the whole school (see “Guidance to practitioners: portrait of the comprehensive school Kirchdorf” <http://www.blk-foermig.uni-hamburg.de/web/de/all/modell/GSK/index.html>).

Integrating language education into school programmes and institutional development

International experience shows that new approaches to language education can have a lasting effect, only if they are connected to institutional development and supported by the institution as a whole. Sometimes there is an opportunity to tie this in with school development processes which are already under way, and to introduce concepts of language education into the discussion on key-contents, placing them in a context relevant for all.

2.2 Guidance to practitioners – Examples of good practice

2.2.1 Integrated language education – quality criteria for instruction

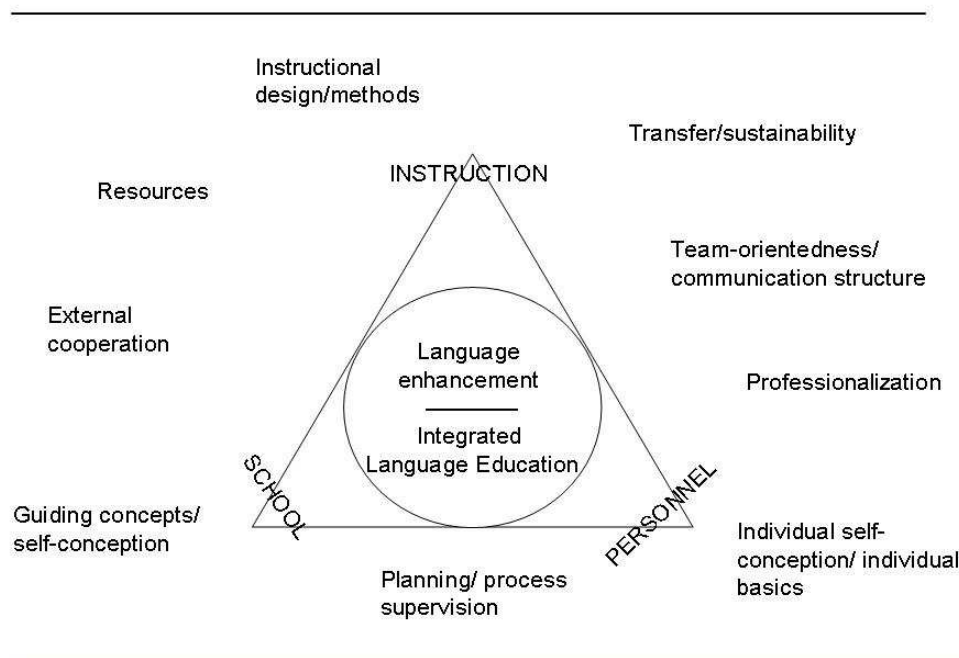
The FörMig-project developed and tested language education across the curriculum based on very different successful models and frameworks. Six quality criteria for integrated language education in secondary schools were developed by members of the FörMig-team; they are available as a support manual for teachers. This manual offers a compilation of characteristics, specifications, examples and references on how language education in all subjects can be realised. It describes features and particularities of instruction enhancing academic language.

See Gogolin, I./ Lange, I./ Hawighorst, B./ Bainski, Ch./ Rutten, S./ Saalman, W. in cooperation with the FörMig team „Integrated Language Education“ (2010): Integrated language education – quality criteria for instruction. Hamburg. Download (German version): http://www.blk-foermig.uni-hamburg.de/cosmea/core/corebase/mediabase/foermig/Modellschulen/QM_1_10.pdf

2.2.2 Components of integrated language education

The figure below outlines a model of relevant components for the implementation of integrated language education into the school development process. It describes key aspects of school development in the areas of instruction, personnel, school.

Components of Integrated Language Education



© Programmträger FörMig, Universität Hamburg, Prozessbegleitende Evaluation

2.2.3 Integrated language education – portraits of seven FörMig schools (Germany)

The work of seven FörMig pilot schools is portrayed in detail. The portraits illustrate the implementation of language education within rather different settings and frameworks. They report on the measures taken by the schools and on the experiences gained. They describe how the schools strove to realise common goals and implement innovative approaches to language education within the framework of their specific starting conditions and the educational profile of each school.

The portraits are based on observations of teaching and on interviews with the participants of language education. Interviews were conducted with teachers and members of the school management. In addition there were talks with pupils and parents, as well as with representatives of out of school related partner organisations that are involved in language education.

Download of the school portraits: <http://www.blk-foermig.uni-hamburg.de/web/de/all/modell/index.html>

2.2.4. Professional study groups for the quality development of language education in class

In order to establish sustainable cooperation within the teams, teachers of a FörMig- project in Berlin set up professional study groups and structured the work process by means of a

quality circle. The process of quality development was implemented following the eight steps below:

- (1) *Setting up the group:* Depending on the available resources and requirements, it is advisable to organise the groups either as year-related teams (teachers of different subjects cover preferably all classes of the pupils of one year), subject-related teams (colleagues of one subject or one field of subjects join forces and teach their subject in various age-groups) or interdisciplinary teams (colleagues of various subjects or fields team up as group within the teachers' body, teaching in all age-groups).
- (2) *Stock taking:* It is necessary to identify the human and material resources available to the professional study group and take stock of successful working practices.
- (3) *Reaching consensus regarding the main focus of development:* It is crucial to reach a mutual understanding regarding the subject areas of language education to focus on.
- (4) *Input of theory and methods:* the need for further professional development should be recorded.
- (5) *Targets for implementing the main focus of development:* The targets should be specific, measurable, accepted by all parties, realistic and scheduled.
- (6) *Agreeing on measures:* Suitable measures to reach the target(s) need to be identified.
- (7) *Implementing the measures:* During implementation, pupil responses to the new measures should be observed closely, e.g. via observation of teaching and evaluation of learning results.
- (8) *Reassessing targets:* It is important to reassess the targets continually and to use suitable instruments for this purpose. If the targets have been reached, it is possible to start again from step (3) with a new development focus. If not, the reasons for non-compliance should be clarified and, if necessary, the targets amended.

Experiences with the work of professional study groups have been published as a support manual: <http://www.foermig-berlin.de/>

2.2.5 Language profiles – an instrument for language education in any class

The Institute for Intercultural Communication (Zurich) developed a comprehensive language enhancement concept – Language Profiles – on behalf of the “Working Group on Integrational Education” (Arbeitsgruppe Integrationspädagogik, AGI) of the Education Department of the Canton Basel-City. The language profiles are an instrument of language enhancement within all subjects; they define linguistic literacies relevant in school, which pupils have to acquire in the course of their educational careers. They describe linguistic activities and actions that can be initiated in any class and that are, in addition, conducive to harmonisation and exchange between subject teachers and language teachers. Apart from the linguistic literacies, listening- and reading-comprehension, speaking and writing as well as vocabulary and grammar, and literacies in the fields of linguistic logic and strategy, all of which are important for learning at school, are taken into account. From early 2007 these language profiles are being introduced at all schools in the Basel-City Canton.

They are available for download:

www.edubs.ch/die_schulen/_bs/sprachunterricht/sprachprofile.pt

Contact:
IIK - Institut für Interkulturelle Kommunikation
Sumatrastrasse 1
8006 Zurich
Switzerland
Phone: +41-44 260 69 85
<http://www.iik.ch>

2.2.6 QUIMS - Quality in multicultural schools (Switzerland)

QUIMS is a programme launched by the Board of Education of the Zurich Canton to enhance success at school, equality of opportunities and integration. Schools with a high percentage of children and young people who speak other languages in addition to German in the Zurich Canton have been assigned by the "Volksschulgesetz" to contribute to good "quality in multicultural schools" (QUIMS). To achieve this goal, the programme QUIMS focuses on three fields of activity: enhancement of language, success at school and integration.

The website of QUIMS offers comprehensive information about the programme, e.g.:
Support manual "Quality in multicultural schools (QUIMS)", 2006

Support manuals, quality criteria and practical examples are available for the fields of activity enhancement of language, success at school and integration:

Enhancement of language

Booklet "Quality Criteria for Language Enhancement" (2007)

Booklet "Practical Examples for Language Enhancement" (2007)

Enhancement of Success at School and Integration

Booklet "Quality Criteria for the Enhancement of Success at School and Integration" (2007)

Booklet "Practical Examples for the Enhancement of Success at School and Integration" (2007)

Contact:

Volksschulamt, Sektor Interkulturelle Pädagogik

Walchestrasse 21,

CH-8090 Zurich

<http://www.volksschulamt.zh.ch/internet/bi/vsa/de/Schulbetrieb/QUIMS.html>

2.2.7 PROMISE – Promotion of Migrants in Science Education

The project PROMISE is a specific support action within the 6th Framework Programme of the European Union in which six partner institutions in Germany, Austria, Bosnia & Herzegovina and Turkey are cooperating. The goal of PROMISE is to develop science education in the participating countries by:

- Supporting talented girls of migrant origin in secondary school;
- Sensitizing teachers and school authorities to specific issues arising in multilingual/multicultural classes;
- Developing new concepts of education;
- Training teachers for science education in multicultural/multilingual classes;
- Cooperation between teachers and experts for pedagogy and specialised didactics from the countries of origin and the countries of residence.

Within the scope of PROMISE, the department Didactics of Physics led by Tanja Tajmel at the Humboldt University of Berlin is developing teaching materials for physics education in lower secondary school which is sensitive to language and culture.

Contact:

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Didaktik der Physik
Humboldt-Universität zu Berlin
mailto:tajmel@physik.hu-berlin.de
Tel.+49 30 2093 8008
Further information on PROMISE at: www.promise.at

2.2.8. *The National Association for Language Development in the Curriculum*

www.naldic.org.uk

In the UK, support for pupils learning English as an additional language³ (EAL) is often provided by specialist EAL teachers working alongside class or subject teachers. The specialist EAL teachers contribute to curriculum and lesson planning through their specialist knowledge and skills in EAL/bilingual language assessment, EAL/bilingual pedagogy, intercultural understanding and awareness. Effective support for EAL/bilingual pupils is dependent on effective collaboration between the specialist EAL teacher and classroom and subject teacher. EAL professionals are supported in their profession by NALDIC, the UK subject association for English as an additional language.

The association's website provides a range of guidance and advice to promote a common understanding of what is involved in learning a second language and the pedagogical principles that make effective teaching and learning, thus enable effective collaboration between teachers to take place.

The website is divided into sections. The sections that particularly support effective collaboration between teachers include :

ITTSEAL for guidance for those new to the field of EAL;

RESOURCES for key official documents; and examples of teaching and learning resources to use or to be developed by teachers working together;

PUBLICATIONS for a list of NALDIC's own publications. One recent publication, 'Developing a bilingual pedagogy for UK schools' presents both theory and practical guidance on making bilingualism an integral part of teaching and learning in today's classrooms, including advice for monolingual teachers.

2.2.9 *Teachers' TV*

<http://www.teachers.tv/search?q=EAL>

Teacher's TV contains a range of video clips showing examples of how primary and secondary schools provide for and meet the needs of pupils learning English as an additional language. Most of the clips feature the role of a specialist EAL teacher or coordinator in the school and other specialist support staff. The topics range from assessing listening and speaking and writing in primary schools, to showing a life in the day of two early stage learners in a secondary school. This weblink takes you to the page showing a list of headings on the main page and in the right hand column. Some video clips also come with accompanying support materials that can be downloaded from the same page. For exemplification of teacher collaboration, the following are of particular interest:

³ The term 'additional language' is to be situated in the NALDIC / UK context. In Council of Europe terminology, the term 'second language' would be used instead (= language of the host country for migrant learners)

- The following video clip showing how mainstream English teachers work in partnership with EAL specialists to include early stage English learners in lessons. <http://www.teachers.tv/video/2864>
- Managing EAL – primary – assessing writing <http://www.teachers.tv/video/569>
- Managing EAL – primary – assessing speaking <http://www.teachers.tv/video/571>
- Talking and EAL in a primary school – example of how a headteacher and her ethnic minority achievement coordinator implemented a whole school language development strategy which improved attainment for all pupils in the school, not just the EAL pupils. <http://www.teachers.tv/video/30990>
- EAL 2 – example of how a secondary school uses a range of support staff to support new arrival refugee pupils <http://www.teachers.tv/video/2499>

2.2.10. The National Strategies

(<http://nationalstrategies.standards.dcsf.gov.uk/>) have developed a range of guidance materials, resources and training modules to support whole school improvement and raise standards of attainment in primary and secondary schools in England.⁴

One particular strand within the National Strategies was specifically aimed at improving provision in schools for minority ethnic pupils including newly arrived pupils and pupils learning English as an additional language (EAL). The programmes developed all include components directed specifically at the role of senior managers, the role of teachers, the role of teaching assistants and the role of parents and community. A significant element of the programmes is aimed at improving pedagogical practice, and whole school improvement through leadership and management, all elements included in the use of school self-evaluation promoted by the programmes.

On the website, support for improving the provision for minority ethnic pupils, and for pupils learning English as an additional language can be found under the following tabs: Inclusion (Ethnicity, Social Class, and Gender Achievement (ESCGA) Programmes), Leadership, CPD (Continuous Professional Development – registration required). Specifically the various programmes can be found via the following weblinks:

English as an additional language

- <http://nationalstrategies.standards.dcsf.gov.uk/node/47481>
- New arrivals Excellence Programme:
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/97335>
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/175027>
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/97907>
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/113690>
- Advanced Learners Programmes:
 - Primary - <http://nationalstrategies.standards.dcsf.gov.uk/node/85322>
<http://nationalstrategies.standards.dcsf.gov.uk/node/174718>
 - Secondary - <http://nationalstrategies.standards.dcsf.gov.uk/node/187758>
 - Early Years – <http://nationalstrategies.standards.dcsf.gov.uk/node/84861>

Vulnerable Groups

- Black Pupils Achievement Programmes:
 - Primary - <http://nationalstrategies.standards.dcsf.gov.uk/node/113037>
 - Secondary - <http://nationalstrategies.standards.dcsf.gov.uk/node/97328>

⁴ These strategies were developed by the previous administration in England. A new government took office on May 11 2010 and these strategies may not continue to be policy.

- <http://nationalstrategies.standards.dcsf.gov.uk/node/161362>
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/97328>
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/161362>
 - Guidance for Early Years) –
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/170378>
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/180227>
- Gypsy Roma Travellers Achievement Programme
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/97237>
 - Guidance for Early Years –
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/235051>
- Pakistani Bangladeshi Somali and Turkish Pupils Achievement):
 - <http://nationalstrategies.standards.dcsf.gov.uk/node/97864>

A list of resources produced by the National Strategies can be found at:
<http://nationalstrategies.standards.dcsf.gov.uk/node/227331>

3. Co-operation and networking across schools

Though it has long been recognised that co-operation across schools can bring a wide range of benefits to all pupils (not only bilingual learners), achieving effective co-operation is a significant challenge. In this section, we address three types of school collaboration and networking activities: pupil transitions (from one school to another); local and digital networks; and collaboration between mainstream and complementary schools.

3.1 Supporting pupil transition from one school to another

A key feature of bilingual learners' school careers, in many (but not all) cases, is frequent changes of school. Many will have moved from one country to another in the course of their school careers - and some will have repeated experiences of migration, to two or more countries, or between two countries. Some, particularly children of refugees or asylum seekers, may experience a series of moves within the host country, as a consequence of changing settlement arrangements while seeking to establish refugee status. These children may have already suffered considerable hiatuses in their education, because of war or civil unrest, experiences of dispersed family and community, or the physical and psychological trauma associated with their enforced migration. Schools which receive these children have a responsibility to recognise that such moves represent major cultural and educational (as well as linguistic) shifts and that strategies to support transition from one school to another, and from one education system to another, are required.

Clearly, the options for collaboration between the receiving and the sending school vary very considerably, depending on the circumstances of the child. Where the child has moved from one school to another within the same country, the findings of major studies of transitions from one stage of schooling to the next are helpful both in identifying some of the key issues to be addressed, and providing solutions. For example, an ongoing longitudinal study in the UK, following the educational careers of children from pre-school to secondary education recently reported on children's experiences of transition from primary to secondary school education (Evangelou et al., 2008). The study identified the key challenges to be addressed as *continuity* of experiences from one sector to the other (so that the curriculum 'makes sense' to the learner) and *progression* (rather than a period of regression commonly experienced when learners move from one sector to another). Strategies adopted by the sending and receiving schools included sharing information about curricula and pupils' learning, developing *bridging* activities (where pupils begin a task in the sending school and

complete it in the receiving school), school visits by both teachers and pupils, *taster* days (where pupils are given opportunities to experience the range of curriculum experiences on offer in the receiving school, in ‘bite-sized chunks’) and joint social events. The study also lists characteristics of successful transitions, as reported by students and their parents:

- developing new friendships and improving their self esteem and confidence,
- having settled so well in school life that they caused no concerns to their parents,
- showing an increasing interest in school and school work,
- getting used to their new routines and school organisation with great ease,
- experiencing curriculum continuity.

Some of these activities are more practicable with a full cohort of pupils transferring from one school to another than with individuals; but the principles of ensuring continuity and progression remain the same, regardless of the number of pupils concerned. This work highlights the importance of making contact with the sending school, ensuring that relevant information about the student’s prior learning experiences is shared, that opportunities to make links between past learning and future opportunities, and that care is taken to settle the students in to their new school. Needless to say, in the context of bilingual learners, transition strategies need also to take into account linguistic continuity and progression, in relation both to the language of schooling and their additional⁵ languages; and to ensure that the relationship between linguistic competence and educational attainment is maintained and developed.

The principles of continuity and progression for pupils who have moved from one country to another remain paramount, though the challenges for achieving these are likely to be greater. Protocols and strategies for supporting students newly arrived from abroad have been developed to support the induction of children into the new school’s procedures and curriculum and to draw on their previous educational experiences, making links that are meaningful to the child. Collaboration with sending schools, however, is not a major feature of the recommendations, despite encouragement to acquire background information on children’s prior learning.

New Arrivals Excellence Programme

Part of the *National Strategies* initiative (see above), has involved the production of guidance and professional development materials for teachers and educational managers in all school sectors in England. These include

Guidance: <http://nationalstrategies.standards.dcsf.gov.uk/node/97335>

Case studies: <http://nationalstrategies.standards.dcsf.gov.uk/node/175027>

New arrivals eLearning courses:

<http://nationalstrategies.standards.dcsf.gov.uk/node/183801>

SMILE Project

<http://www.smileproject.org.uk/>

The Refugee Council in the UK set up the SMILE (Supporting and Mentoring In Learning and Education) project to promote mentoring as a way of enabling students to identify their educational needs and achieve their aspirations, and of supporting them as they settle into their new school.

⁵ Here the term ‘additional languages’ refers to the home languages of migrant learners

Teachers TV: Implementing Refugee and EAL Policy

<http://www.teachers.tv/videos/2499>

A *Teachers TV* video illustrates ways in which schools in Birmingham (England) welcome, orientate and integrate students newly arrived from other countries.

3.2 Local and digital networks

School clustering is a well-established strategy whereby groups of schools within a given local area form networks to provide a broader base for activities than might be possible in one school alone. For example, if one school has developed expertise in supporting bilingual learners, others in the cluster with less experience in this area, can make use of its knowledge and resources.

School-based support service

<http://www.demss.org.uk/further services.asp>

Drove Primary School in Swindon (England) is an example of how one school provides an outreach minority ethnic support service to neighbouring schools which includes training, sharing bilingual teaching assistants with other schools, Saturday language classes and family learning sessions for minority ethnic groups.

Digital technologies also enable networks over larger geographical areas to be established. In England, local authorities in particular geographical regions have banded together to form digital grids for learning. For example, the South East Grid for Learning (SEGfL) is made up of a consortium of seventeen very different local authorities, covering a large geographical area. It supports 3,019 schools with 56,800 teachers and over 1,000,000 pupils. The schools are connected through broadband connections with over 2,000 at 10 Mbps or more. SEGfL's key aim is to facilitate digital communications in all areas of the curriculum and every aspect of school life. Schools can use online resources for teaching and school management. SEGfL also supports video conferencing between schools through their portal.

South East Grid for Learning New Arrivals Projects:

http://microsites.segfl.org.uk/view_project.php?id=37

1) New Arrivals Flashmeeting project.

The project is designed to offer a 'hand-holding' service for new arrival learners and their families. The idea is for bilingual assistants to be available to field questions via Flashmeeting at various dates/times throughout the year. Other ideas include providing a space and time for isolated bilingual learners to interact socially and also as a professional development tool for bilingual assistants who may want to network together.

2) Translated help documents for new arrival families.

This project sees the collaborative production of an A5 booklet for parents that provides answers to 20 of the most frequently asked questions. Each authority took responsibility to translate the booklet in a few languages. So far, 12 languages in addition to English, have been translated. A guidance document is provided to explain how to customise the booklets for to suit participants' own local context.

The key questions in the booklet concern the following areas:

At what age do children start school in England?
At what age are children allowed to leave school and get a job?
Is there anything, like nursery education, for children under school age? Is it free?
Is education free in England? Is there anything to pay for?
What about school lunches? How much are they?
What is appropriate to bring for lunch and as a snack?
How do we organise a school place?
What are the schools for different ages called? At what ages do they move up?
What time does school start and finish each day?
How many breaks are there and when are they?
Does everyone in English schools learn the same things? What is in the curriculum?
Do students learn all the subjects at all ages, or do they get to choose at any stage?
Are there national websites where I can get more information?
What equipment do children need to take to school? What kind of PE kit? What kind of maths/science equipment?
Are children allowed to walk to and from school by themselves? At what age?
How can we help our children learn English?
How can we help our children with their schoolwork?
How can we get more involved with our children's schools?
How will we know how our children are getting on or if they are having problems?
Can I take my child out of school during term time?
Who can I phone for help?

3) *Multilingual initial assessment tool*

The latest project being developed is an online multilingual initial assessment tool, designed to elicit background information about new arrivals relevant to schooling. This is being developed in different languages, and again with each participating local authority taking responsibility to translate the interview template into different languages.

Specialist Schools and Academies Trust

<https://www.ssatrust.org.uk/specialism/languages/Pages/default.aspx>

The Specialist Schools and Academies Trust in England operates networks for schools across the country teaching Arabic, Mandarin Chinese, Gujarati, Japanese, Polish, Punjabi, Russian and Urdu.

EMA Online

<http://www.emaonline.org.uk/ema/>

EMA Online was developed by teachers in Birmingham, Leeds and Manchester local authorities in England as an online resource base for teachers. The teaching and learning resources focus on children and young people with English as the language of schooling and those from minority ethnic backgrounds and are open to all to download.

The National Association for Language Development in the Curriculum
www.naldic.org.uk

NALDIC is the UK subject association for teachers of English as the language of schooling. The association's website provides a range of guidance and advice to promote a common understanding of what is involved in learning the language of schooling and the pedagogical principles that make effective teaching and learning, thus enable effective collaboration between teachers to take place. The website is divided into sections. The sections that particularly support effective collaboration between teachers include:

ITTSEAL: for guidance for those new to the field.

RESOURCES: for key official documents; and examples of teaching and learning resources to use or to be developed by teachers working together.

PUBLICATIONS: for a list of NALDIC's own publications; one recent publication, *Developing a bilingual pedagogy for UK schools* presents both theory and practical guidance on making bilingualism an integral part of teaching and learning in today's classrooms, including advice for monolingual teachers.

Collaborative Learning Project

<http://www.collaborativelearning.org>

The network of teaching professionals throughout the European Union promotes inclusive education through the development and dissemination of accessible talk-for-learning activities in all subject areas and for all ages. The resources exemplify the collaborative learning pedagogical approach which promotes language development at the same time as enabling curriculum access. The project is sustained through contribution by teachers sharing the resources they have developed.

3.3 Collaborations among mainstream and complementary schools

Complementary schools are often set up by community groups to support children from diverse cultural and linguistic backgrounds. These schools or classes operate after mainstream school hours and at weekends, and focus on enabling children to develop competence in their additional languages (particularly in terms of becoming literate in these languages), and on the acquisition of cultural knowledge and experiences relevant to the community but not necessarily provided by the mainstream school: this may include (but is not limited to) religious education. It is estimated that there some 3000 such classes or schools, operating in at least 80 languages, in England alone.

There have been several initiatives in England to promote collaboration between mainstream and complementary schools, with the aim of promoting community cohesion and student achievement. Typically, mainstream and complementary schools have had little awareness of each other's concerns, practices or goals, and in many cases students have had to adapt to different curricula, different teaching and learning approaches and different educational philosophies, as well as learning and using different languages as media of instruction. The purpose of these initiatives has thus been to enable teachers from the two sectors to learn about each other and to share and build on their mutual students' achievements. Where mainstream and complementary school collaborate, there are many gains for plurilingual learners, including stronger community cohesion, increased parental involvement and

greater coherence in students' educational experiences. Partnerships can ensure that newly arrived students and their families receive the information and support they need, and that the full range of children's linguistic, cultural and academic achievements is recognised. Students' sense of their identity and their self-esteem can be strengthened and teachers in mainstream and complementary schools can learn about teaching approaches and educational values from each other.

Our Languages

<http://www.ourlanguages.org.uk/>

The ***Our Languages*** project, funded by the Department for Children, Schools and Families in England, was designed to encourage mainstream schools to collaborate with complementary schools in their area.

The principal aims of the project have been:

- to create and maintain an England-wide directory of complementary schools teaching *community languages* (i.e. pupils' other languages)
- to support collaborative work between mainstream schools and their local complementary schools and to disseminate the outcomes of these collaborations on the project website
- to support the career development of complementary school teachers, many of whom are volunteers and may not have had opportunities for professional development
- to provide information and raise awareness of English policy supporting plurilingualism and associated good practice
- to run and promote events which support mainstream and complementary teachers working with plurilingual students

Developing bilingual learning through partnership between community language teachers and primary teachers

<http://www.gold.ac.uk/clcl/multilingual-learning/cmp/>

This project, funded by the Paul Hamlyn Foundation and Tower Hamlets Children's Services, is building a model for partnership between complementary schools and mainstream primary schools through which teachers can jointly develop bilingual pedagogies appropriate to each setting, thus benefiting children's learning and giving complementary school teachers access to training and resources from the mainstream sector. Complementary and mainstream primary teachers visit each other's classes and jointly plan a programme of topic-based lessons using bilingual strategies adapted to each context. Parents and grandparents support bilingual activities through intergenerational learning. The project is particularly valuable for newly-arrived migrant children, since it allows them to demonstrate their language skills and enables the primary school to make links with their parents.

4. Cooperation in regional language education networks

4.1. Language education and enhancement as main focus of the programme „One Square Kilometre of Education“ - a programme for networking within the social space to strengthen educational success

website:

German - <http://www.ein-quadratkilometer-bildung.eu/>

English - <http://www.ein-quadratkilometer-bildung.eu/stiftung/english/>

4.1.1 *Brief description of the programme “1 square kilometre of education”*

The idea for the programme “One Square Kilometre of Education” evolved from the nationwide cooperation of a German initiative for the support of immigrant children and youth (RAA, see <http://www.raa.de/raa-essen.html>) and the German Freudenberg Foundation. The RAA have been working with manifold concepts of inter-cultural education, language education and democracy training for many years, starting in early education and continuing over the whole course of education on into professional life. These manifold educational concepts are to be revised and developed further with the goal of connecting and building on them in terms both of more suitable content and of continuous implementation within an urban area. The latter will contribute to developing a high-class, successful educational chain including various players within this social space, and strengthening educational participation in a sustainable way – especially of children and young people from migration backgrounds – and will maintain success.

The basic idea is to develop and establish successful and sustainable educational work in an urban area via constructive cooperation of the responsible staff within the local authority, the federal state, relevant professional services, day-care centres and schools as well as dedicated volunteers.

Pivotal demands of such an endeavour are:

- Organising educational processes in an urban area to promote connectivity and connection, in order to assure the educational success of children and young people.
- Quality development and assurance in day-care centres, youth welfare centres and schools by setting up participatory collaboration among as many local players as possible and making the quality assessable.
- Preconditions for successful parental participation.
- Transferability of successful practical approaches and conditions for transfer.
- Preconditions for successful cooperation between local authorities, administrations of the federal state, foundations, educational institutions involved and civil society.

The programme “One Square Kilometre of Education” is a registered trademark and a supra-regional programme with local projects. Currently five such projects exist within the Federal Republic of Germany, two in Berlin and one each in Mannheim, Herten and Wuppertal.

The duration of the programme is based on the average educational cycle until the end of compulsory education in Germany – it is therefore designed for a duration of 12 years.

Language education and enhancement is a key focus of the programme. This will be described more closely at the example of Wuppertal.

4.1.2 Language education and enhancement within the programme „1 square kilometre of Education“ in Wuppertal

The current programme is attached to an urban area development project of three years duration in the northern city of Wuppertal, in the Elberfeld district. Coordinated by the local RAA, this collaborative project involved the city of Wuppertal and the education authority with daycare-centres, schools, migrants' self-help organisations and professional services. It provided a good basis for adopting the programme “One Square Kilometre of Education”. Additionally, two primary schools and some day-care centres participated in basic units within the pilot project FörMig.

The starting point of “One Square Kilometre of Education” is always a “key school” that links “downwards” towards the day-care centres and institutions of family education as well as “upwards” towards the secondary schools. The other actors gather around this nucleus. In the northern city of Wuppertal-Elberfeld this key role is taken up by the two primary schools which had already gained experience in successful language education and parental participation as leading institutions of basic units within FörMig.

Besides developing networks involving educational institutions along with various other actors, the development of some children is accompanied and enhanced specifically from grade one until the stage at which they are making career decisions. From these individual developments – if possible – information on preconditions for success, but also obstacles in language education and enhancement is gathered.

A longitudinal study, lasting 12 years, of 24 first graders and 25 second graders at the primary school Marienstraße and 25 first graders at the primary school Markomannenstraße is currently under way.

Initial situation in the urban quarter:

- 16,895 inhabitants in an area of 1.18 square km
- approx. 44.5% of the population have migrant backgrounds
- manifold social and cultural infrastructure is available
- 12 migrants' self-help organisations are present
- the proportion of pupils with migrant backgrounds in the primary school Marienstraße is about 60% of all pupils (status: 31.12.2009)
- the proportion of pupils with migrant backgrounds in the primary school Markomannenstraße is at about 86% of all pupils (status: 31.12.2009)
- the proportion of primary school pupils with migrant backgrounds within the urban quarter is therefore at about 73%.

4.1.3 Participating institutions and common background of the programme “One Square Kilometre of Education” in Wuppertal:

The programme is jointly supported by the city of Wuppertal, the Ministry for School and Further Education NRW and the Freudenberg Foundation, and coordinated by the RAA Wuppertal.

An enhancement plan for language education was harmonised, nurtured by the experiences of five years in the FörMig initiative and three years as an urban area development.

It starts with children under three years of age and continues on till the first part of secondary schools.

The concepts used are mostly programs of the RAA, e.g.:

- “Griffbereit”⁶ (= ready to hand) – a bi-/multilingual concept to enhance joy of learning and language development for parents of children under three (see www.raa.de)
- “Rucksack KiTa” (= backpack day-care centre) – a bi-/multilingual programme to strengthen the family language and German as second language (= DaZ) combined with parental participation and inter-cultural opening of day-care centres (see www.raa.de)
- bridging offers for parents and children during transition from the day-care centre to primary school.
- language education and enhancement at primary school due to DaZ competence of all teaching personnel within the curriculum as well as specific individual enhancement when necessary
- “Rucksack Schule” (= backpack school) – a bi-/multilingual programme of parental participation in primary school focusing on language education.

This joint approach to language education and enhancement from early childhood into primary school is already quite well developed and stabilised. The next steps lead towards the expansion of the collaboration with secondary schools.

Currently the following local institutions are already collaborating closely:

- Neighbourhood home Alte Feuerwache Gathe 6 (youth welfare institution)
- Day-care centre Rotznasen e.V. Wuppertal
- Four communal day-care centres
- Community primary school Marienstraße
- Community primary school Markomannenstraße
- Comprehensive school Else-Lasker-Schüler
- Turkish-Islamic cultural association Diyanet e.V.
- Public library
- Bergische Universität Wuppertal (University of Wuppertal)

Some agreements are already in place for the following institutions and professional services to join in time:

- one Hauptschule (Secondary General School), two Realschulen (Intermediate Secondary Schools) and two Gymnasien (Grammar Schools from grade 5 to 12)
- the Turkish parents' association Anadolu e.V. And the multi-cultural “Association for mutual aid”
- the district's social services, the Youth Welfare Office, the Health Office
- ARGE (job-centre) Wuppertal

4.1.4 “Milestones” or rather joint steps within the programme:

At first all offers of language education and enhancement within the urban area were appraised – including the offers of educational institutions as well as those of associations and sponsors of youth welfare.

The offers were examined according to quality features derived from the experience gained in FörMig, an assessment of the need for further training for the providers and identification of the focus of collaboration. A focal point was the question of parents' participation.

⁶ „Griffbereit“ is a version of the „Rucksack“-Programme which was explained above

Within the scope of the programme, parents are considered as experts regarding their children and – depending on available competences – involved in the enhancement of the languages of origin.

Additionally the parents and the professional staff at day-care centres, schools and supporting youth welfare organisations were interviewed regarding their interest in participation as well as their need for information and further training.

Questions of evaluation were mainly addressed together with the University of Wuppertal.

The children selected for special language enhancement were chosen on the basis of a language development survey. In NRW the method Delfin 4 is being adopted as compulsory for four-year-olds. Otherwise in this programme the method HAVAS 5 for five- and six-year-olds and “Tulpenbeet” (= tulip bed) for nine- to ten-year-olds, also used in FörMig, are applied. You find documentations of all instruments on the FörMig-website: <http://www.blk-foermig.uni-hamburg.de/web/de/all/mat/diag/index.html>.

Existing staff are used to provide language education and enhancement in the first instance, but additional external enhancement staff are being introduced – also on voluntary basis. For all of them further professional development has been secured.

At the beginning of the project, in the first school term 2009/2010, a symposium for pedagogical staff took place. More are to follow.

Further training for teaching personnel will take place upon agreement with the team of experts in the Wuppertal school authority.

A shared approach to learning among the institutions and actors concerned is expected to emerge from joint classroom observation, among other methods.

4.1.5. Further steps

Survey methods to be used with parents and professional staff are to be evaluated.

The best way to keep records of the children's progress is currently being discussed. A biographical portfolio on education shall be created, with a special emphasis on language learning.

A learning workshop for children will be set up in the urban quarter, focusing on improving the transition to secondary school – a first round is planned for October 2010 to January 2011.

Beginning from the next school year professional development provision will be organised with the secondary schools in order to develop a concept of language education and enhancement for the years 5 and 6.

This will revert mainly to the development work conducted by the inter-state study group “continuous language education” set up by FörMig. As three of the pilot schools involved in this study group are comprehensive schools from NRW, their experiences are should transfer well to the work in Wuppertal.

Additionally, in summer 2010 a pedagogical workshop will be set up for educators, teaching personnel and other actors to produce enhancement material and make it available for exchange and joint development work.

Teacher training students from the University of Wuppertal will be included in the language enhancement concept within the scope of a Mercator Foundation project. These students will go to the schools to support the individual language enhancement of specific pupils using methods of DaZ teaching. Simultaneously they gain expertise in language education and enhancement for their future professional life.

Furthermore, a holiday camp with the focus on language education will be part of the programme “One Square Kilometre of Education” This will target third graders in the first instance in order to assure timely enhancement for an improved transition to secondary school.

The enhancement work will be assessed on a regular basis and all those involved will exchange ideas on the need for further development.

Once the network at this location is established, a second “Square Kilometre of Education” is to be set up in Wuppertal-Oberbarmen.

5. Evaluation

Quite often evaluation is considered as a labour-intensive and tedious but necessary accessory of a project. It “kills” precious time, which consequently is missing for the work on the actual contents.

Jointly planned and properly undertaken, with the involvement of all relevant project partners, however, it can lead a project towards excellence. To achieve this, evaluation cannot remain the task of an expert hired for this purpose. Rather, all partners involved should look closely at the targets of implementing a network right from the early stages of implementing a new concept. Crucial questions, which should be clarified as early as possible, include:

- What do we plan to achieve by establishing a network?
- Which partners are to be included and why?
- Which benefits do we expect from including these partners, and which benefits might they be expecting from the cooperation?
- In which way will the network collaborate? How will we recognise success?

This collection of questions shows that the planning of content and the planning of evaluation go hand in hand, and can support and inspire each other.

When evaluating the quality of networking, there are various aspects to focus on, depending on the ideas of the partners involved. They can be roughly divided in “impact of collaboration” and “quality of collaboration”. Below some examples of relevant questions are listed:

The quality of collaboration

- Do all partners in this cooperation network feel listened to and taken seriously?
- Do we communicate on equal terms?
- How hierarchical is the network?
- Are problems handled constructively?
- Is the group able to face conflicts, is there a straightforward exchange, are the partners learning from each other? Or are gatherings and meetings rather ineffective, without tangible agreements?

The stability of the network

- Is turnover of members high or low?
- Are there many newcomers or are a lot of people dropping out?
- How are participant groups composed?
- How regular is the attendance at working sessions?
- Who belongs to the inner circle of the network? Who belongs to the outer circle?

The process of setting up the network

- Who initiated the collaboration?
- Who are the key players?
- How are responsibilities allocated and enacted?
- Is this appropriate? If not, which changes would make sense?
- Have all potential partners been equally engaged in the process?
- Are important authorities missing?

The impact of networking

The impact of networking can be observed at various levels:

Satisfaction and motivation of the partners involved:

How satisfied is each partner of the network?

- Are all equally satisfied?
- Who benefits most?
- Who benefits least?
- What benefits arise from participating in the network for each partner?

Impacts on various systems:

- What impact does the networking have on other communal structures such as local working groups?
- How does the collaboration affect communal decisions?
- Which influences are most evident in the system of the school or day-care centre?

Impacts on individuals:

- Which advantages do pupils, parents, teachers, school social workers and school psychologists derive from the collaboration?
- Are there directly observable impacts?
- Which impacts would we like to achieve through our work?
- What precisely shall be changed through our collaboration?
- What do we have to do in order to achieve this?

The above described constructs and facets of networking are not independent variables. Presumably the quality of collaboration will affect the stability of the network. In return, a stable network where members have grown together personally and where content has developed through mutual agreement over time will most likely render better results, and will work more effectively or sustainably. Nevertheless, looking at single facets offers the opportunity of discovering a multitude of points of adjustment that can help to optimise the work further and to reach the goals more easily.

Before phrasing various questions it is advisable to compile a shared understanding of quality together with the partners involved. The following questions should be followed-up:

- What are our expectations of a successful collaboration?
- How can we decide if cooperation is worthwhile?
- What do we want to achieve by collaborating?

These last questions need to be addressed as precisely as possible. Helpful questions to specify plans are:

- How will we know that we have made a difference?
- What will be different?

It is important to look at these questions from as many different angles as possible. A network designed only for the sake of linking up will not be of great value, and there is a high danger of resources disappearing without a trace and the motivation of participants dwindling. By stating common goals, higher commitment towards the task can be achieved and there is greater likelihood that all will be in a position to reflect on the accomplished work with reference to the goals set.

When defining tasks and targets, the expectations and wishes of the network partners should be considered, but the potential expectations of “outsiders” also need to be taken into account. If not all partners can be included in these considerations during the start-up phase, it is advisable to look at these questions from different angles and try to take into account as many perspectives as possible. Helpful are questions like:

- What do the schools expect from the joint work?
- How can political and communal involvement be supported?
- What do we want to provide for parents or pupils?

If the basic direction is agreed upon by all partners involved, then an instrument for evaluation can be worked out easily based on the developed understanding of quality. At this point you can involve an expert evaluation. The style of the evaluation can be diverse. Below we present a few examples:

Use of a questionnaire

By way of a check list the previously developed targets and expectations are phrased into questions. Now each network partner, or a selected group of them, gets the opportunity to assess the state of collaboration. The summarised evaluation of individual responses shows which elements are proceeding satisfactorily from the point of view of the cooperation partners and which are not. In a final talk on the evaluation results, reasons for elements which are not proceeding satisfactorily can be identified and measures to improve the situation can be agreed upon.

Development via workshops

Similarly, reflective gatherings can be used to evaluate procedures or collaborations. They should be facilitated by a person accepted by all parties. During these gatherings questions as listed below can be discussed:

- Which targets have been reached? Which have not?
- With which parts of our collaboration am I satisfied? Which parts need to be amended?
- In which results of our work do I take pride? Where did I expect more?

In order to achieve a structured and less open assessment of the issues it is possible to ask the participants to appraise certain questions by a points-based system.

- How satisfied are you with the working atmosphere? (1= not at all satisfied – 10 = 100% satisfied)
- How satisfied are you with the results of our work? (1= not at all satisfied – 10 = 100% satisfied)

The drawback of this approach is that as a result it is often not easy to tell the reason for satisfaction or dissatisfaction. Therefore it is mainly suitable as an introduction to discussion, followed by an open exchange.

When designing the workshops you can draw on abundant resources regarding the method of moderation. Everything between creative and methodical is allowed, as long as it helps to encourage the participants to reflect on the work done.

At such gatherings it can often be observed that the gathering itself increases the bond between the partners and thereby the motivation to collaborate. This is a further benefit deriving from the unity and mutual support of evaluation and content work.

The goal of the evaluation has to be agreed at the planning stage. If there is to be a record of the impact of cooperation, this may be defined as a final, appraising, or summative evaluation. If the target is continuous improvement of the collaboration, it may be referred to as circular, accompanying or formative evaluation.

A summative evaluation in the sense of a genuine measurement of impact can only be achieved by taking into account a number of empirical basics. This requires the planning of a “test design” by an expert, which is rather cost-intensive. The advantage of such a proceeding consists in obtaining a scientifically proven confirmation that the activities of the network, and only these activities, have led to the observed and wished for results. Phrasing it thus shows, that such a conclusion is nearly impossible to realise in a given context.

Normally an accompanying evaluation will be chosen, by which the current situation will be assessed at regular intervals and compared to standards which are either self-imposed or set from outside (actual-theoretical comparison). That way the difference between targets set and achieved become clear quickly, and measurements and the course of action to be followed can be reassessed. With each round of evaluation processes and results of the network will improve.

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