THINK TANK ON LANGUAGE OF SCHOOLING

Premiers résultats tirés du questionnaire

La Coopération de l'ensemble de l'équipe pédagogique pour favoriser l'acquisition de compétences dans la / les langue(s) de scolarisation

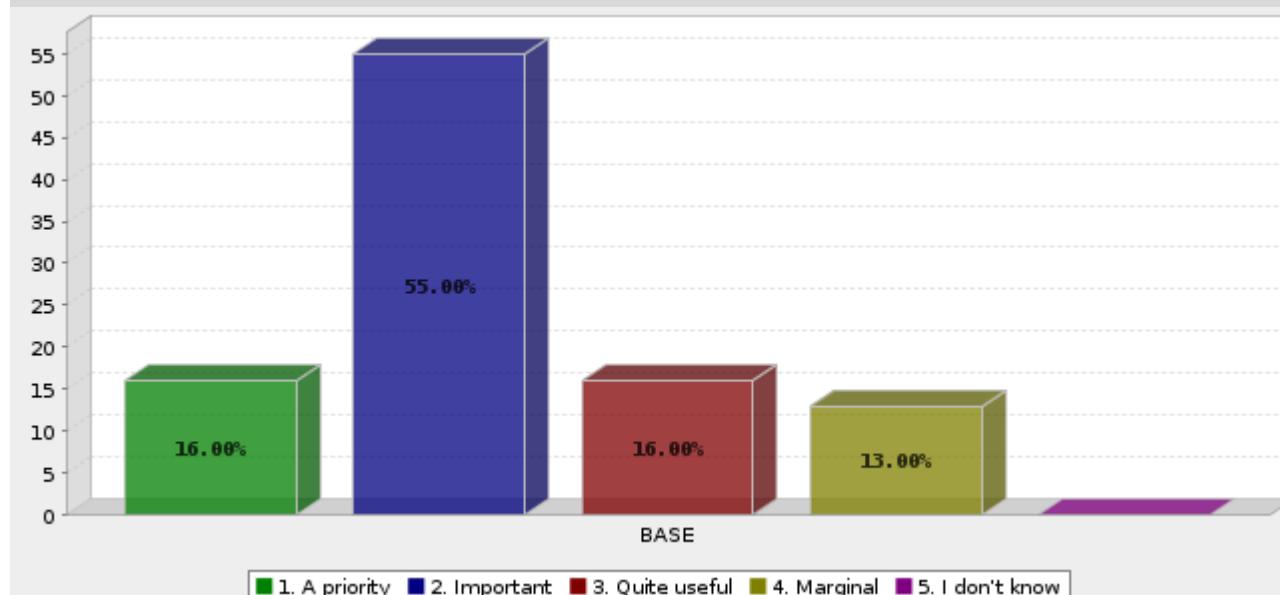DOCUMENT PRELIMINAIRE DE TRAVAIL POUR LE THINK TANK DES 13 ET 14 SEPTEMBRE 2016

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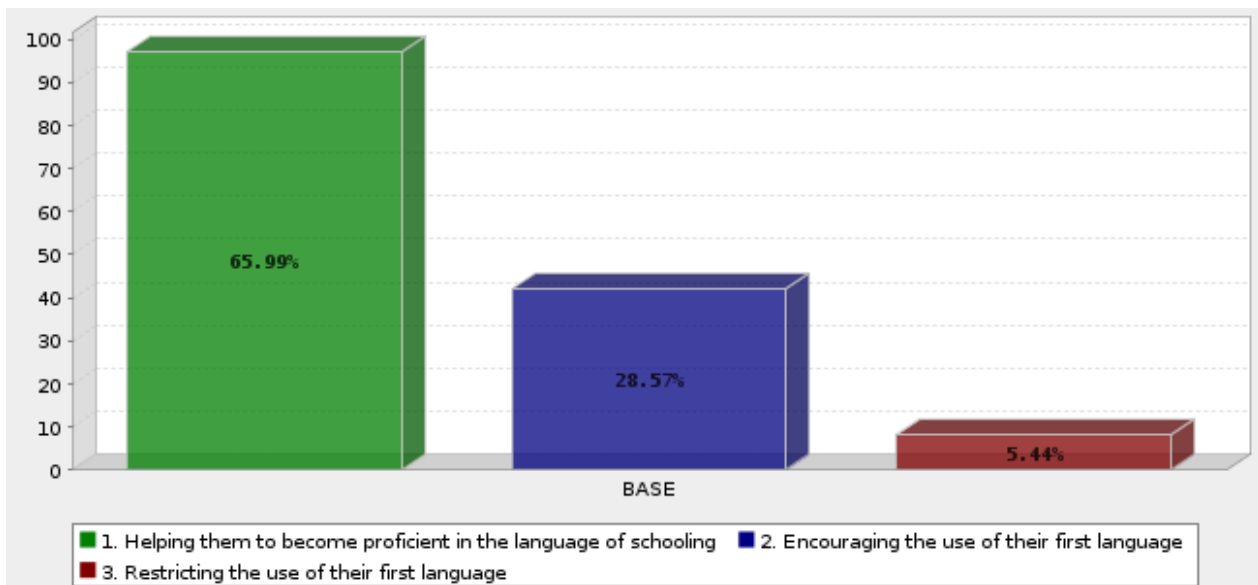
QUESTION 1 – Pays

QUESTION 2 – rôle des répondants

QUESTION 3 – niveaux scolaires

Q4 Face à d'autres priorités en matière d'éducation, cette thématique est considérée dans votre pays comme étant :
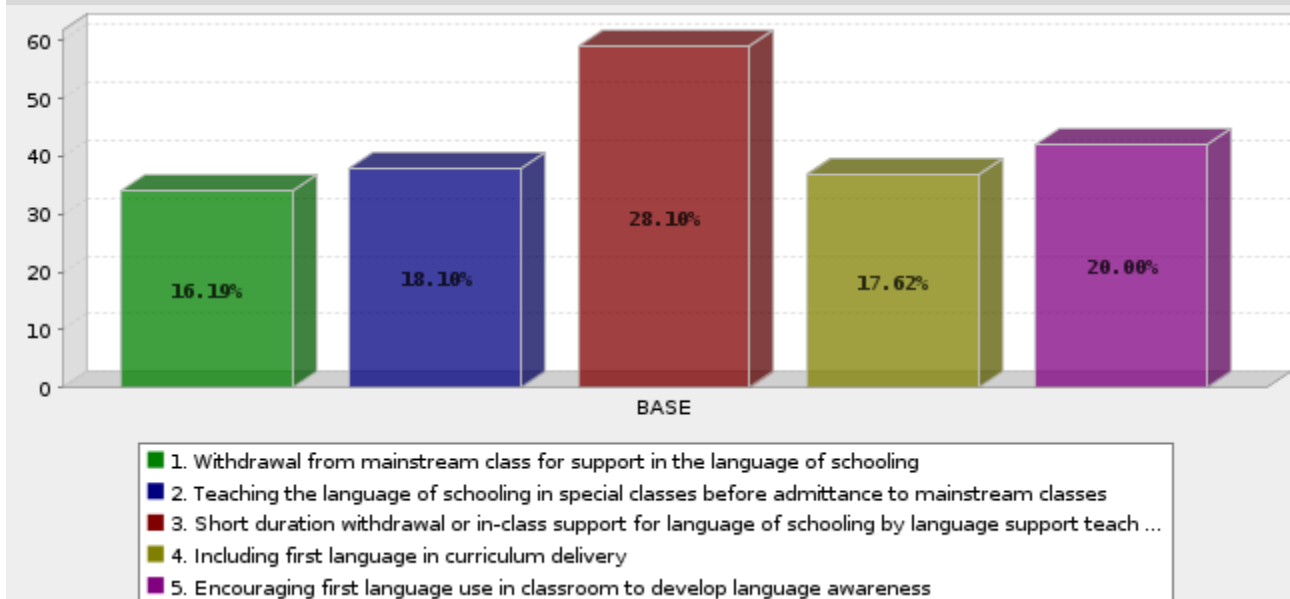

Selon une large majorité des répondants ce thème est relevant, mais c'est une priorité seulement pour 16%, important pour 55%, assez utile pour 16 et marginale pour 13%. Cf. les réponses détaillées à la question 13.

Q5 De quelle façon l'école peut-elle garantir à tous les élèves l'accès à l'éducation lorsque leur langue première est différente de la langue de scolarisation ? (vous pouvez cocher plus d'une case)
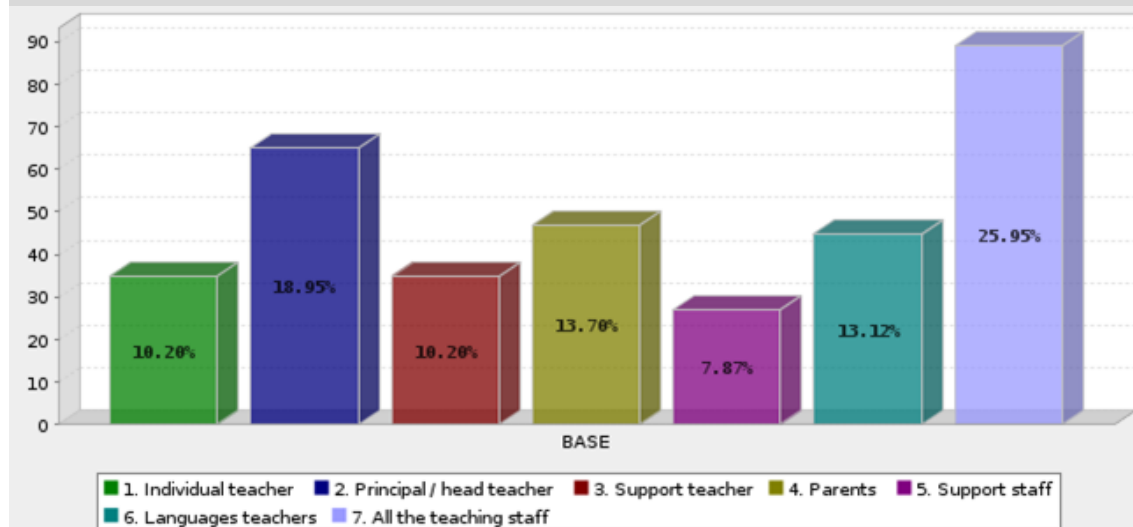
Légende :
- 1. Helping them to become proficient in the language of schooling
- 2. Encouraging the use of their first language
- 3. Restricting the use of their first language

La réponse la plus largement plébiscitée est celle de l'aide à la maitrise de la langue de scolarisation (65,99%) ; bien moins souvent choisie est l'encouragement à recourir à leur première (avec seulement 28,57%); la réponse la plus problématique (limitation du recours à la langue première) qui pourrait être le signal d'une représentation encore monolingue de l'appropriation des langues n'est retenue que par 5,44% des répondants.

Q6 Par quelles mesures ces élèves peuvent être aidés à devenir compétents dans la langue de scolarisation ? (vous pouvez cocher plus d'une case)

Légende :
- 1. Withdrawal from mainstream class for support in the language of schooling
- 2. Teaching the language of schooling in special classes before admittance to mainstream classes
- 3. Short duration withdrawal or in-class support for language of schooling by language support teach ...
- 4. Including first language in curriculum delivery
- 5. Encouraging first language use in classroom to develop language awareness

Le retrait de courte durée ou le soutien en classe pour la langue de scolarisation par l'enseignant de soutien linguistique est la solution la plus choisie par environ un tiers des répondants (28,10%) ; suivie, dans l'ordre, par l'encouragement à l'emploi de la langue première pour développer la conscience linguistique (20%, un cinquième des répondants), l'enseignement de la langue de scolarisation dans des classes spéciales avant leur entrée dans les classes normales (18,10%), l'inclusion de la première langue dans les activités curriculaires (17,62%) et, enfin, le retrait de la classe normale pour un soutien ciblé dans la langue de scolarisation (16,19%).
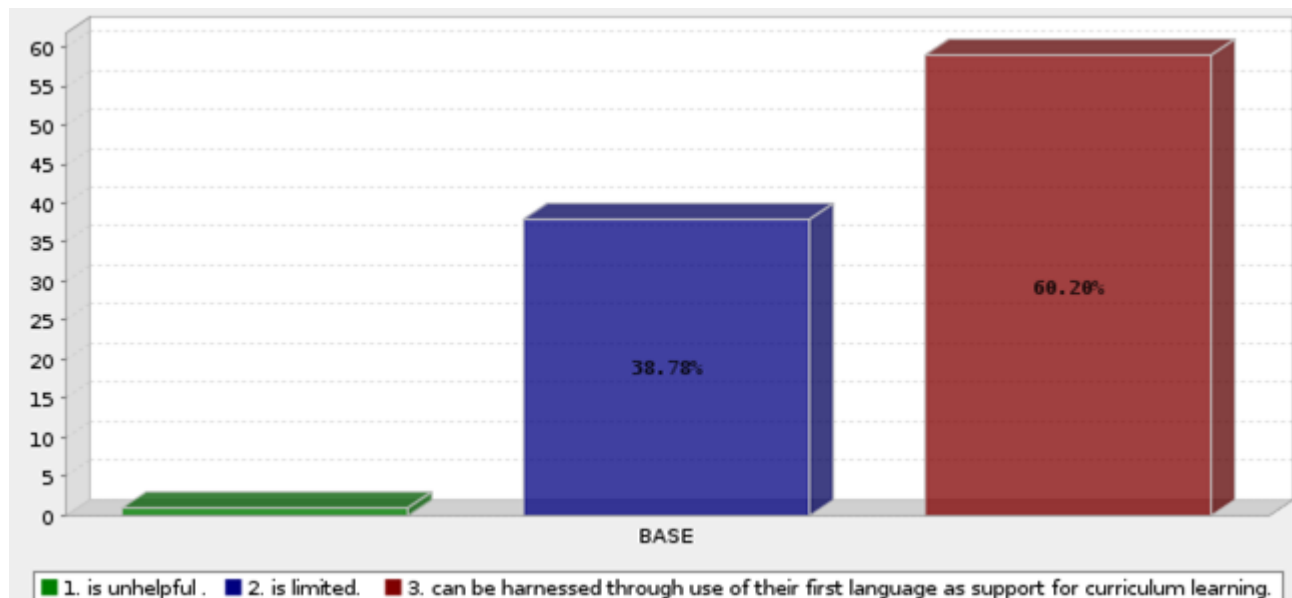
Q7 Qui devrait être responsable de la mise en œuvre de la coopération de l'équipe pédagogique autour de la langue de scolarisation (vous pouvez cocher plus d'une case).

Selon un quart environ des répondants, cette responsabilité incombe à l'équipe pédagogique dans son ensemble (25,95%) ; pour environ un cinquième au chef/ à la cheffe d'établissement (18,95%) ; viennent ensuite, dans un ordre décroissant, les parents (13,70 %), les enseignant(e)s de langues (13,12%) ; l'enseignant(e) individuellement (10,20%) ; l'enseignant(e) de soutien (10,20%) et, enfin, l'équipe de soutien (7,87%).

Un quart des répondants indiquent donc par ces réponses, que la responsabilité première de la coopération revient à l'équipe pédagogique dans son ensemble et qu'elle n'est pas déléguée individuellement à des enseignants ou à des équipes de soutien : c'est une responsabilité collective. Presque un cinquième des répondants soulignent aussi la responsabilité du chef d'établissement.
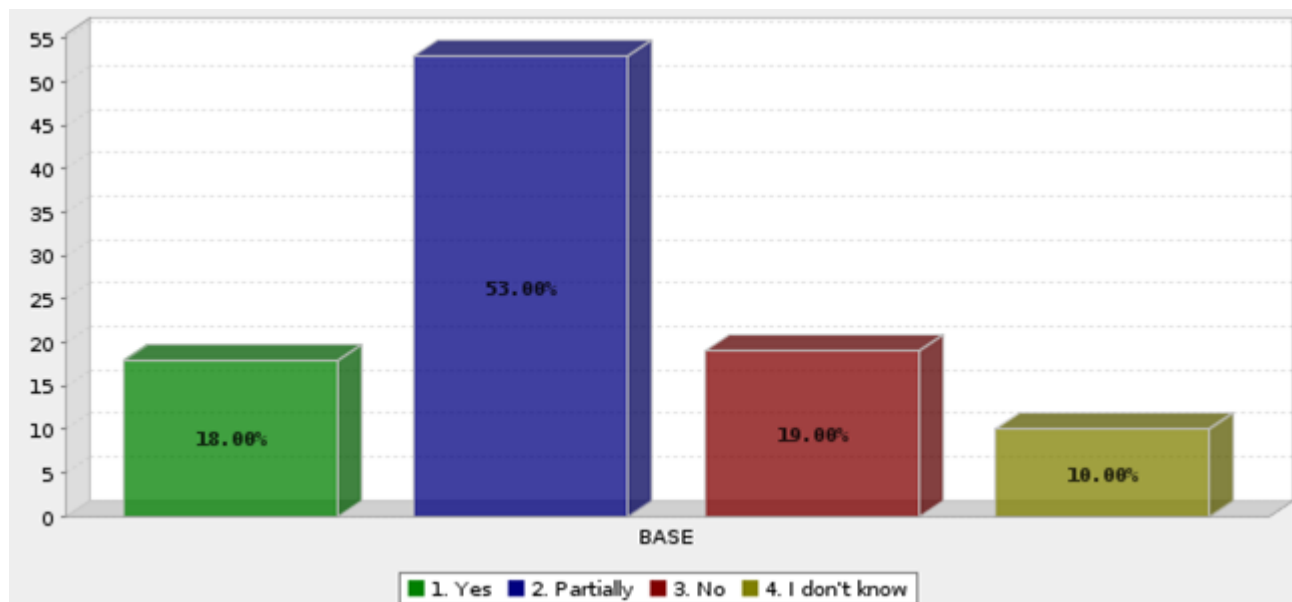
Q8 Lorsque les parents ne parlent pas la langue de scolarisation leur rôle dans l'éducation linguistique de leurs enfants ...

Quand les parents ne connaissent pas la langue de scolarisation, selon 60% des répondants leur apport peut être valorisé en utilisant leur première langue pour soutenir l'apprentissage du programme d'études : il demeure quand même limité pour 38,78% d'entre eux et il est inutile pour seulement 1,02%. Cette
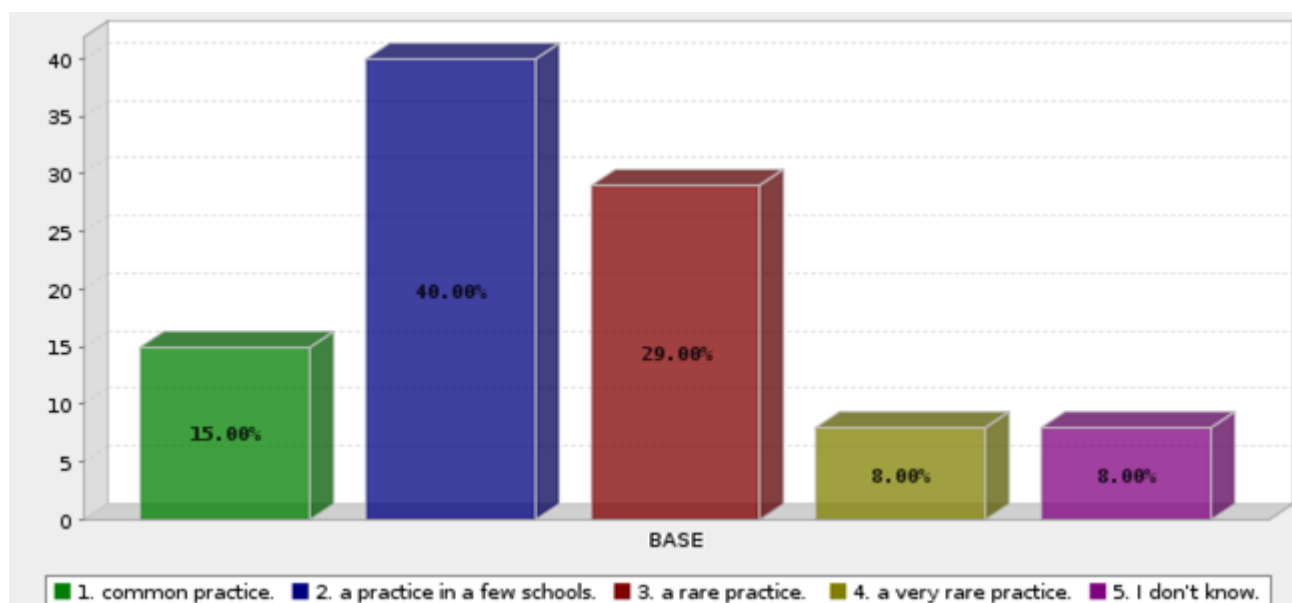
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réponse tout à fait positive quant au rôle que les parents peuvent jouer - malgré leur non connaissance de la langue de scolarisation - sera confirmée, par la suite, dans les réponses à certaines questions ouvertes.

Q9 Votre système éducatif met-il déjà en œuvre des formes de coopération de l'ensemble de l'équipe pédagogique pour la ou les langues de scolarisation ?

Seulement 13% affirment que le système éducatif de leur pays est déjà en train de mettre en œuvre des formes de coopération de toute l'équipe pédagogiques pour les langues de scolarisation ; 53% (un peu plus de 50%) mettent en évidence une mise en œuvre partielle ; 19% aucune mise en œuvre ; 10% n'ont pas d'information à ce sujet. Cette donnée est importante en ce qu'elle indique que pour 81% des répondants les systèmes scolaires sont déjà plus ou moins sensibilisés à ces thématiques.

Q10 Les projets d'établissement qui soulignent et mettent concrètement en œuvre la dimension langagière de tout apprentissage ou enseignement sont ...
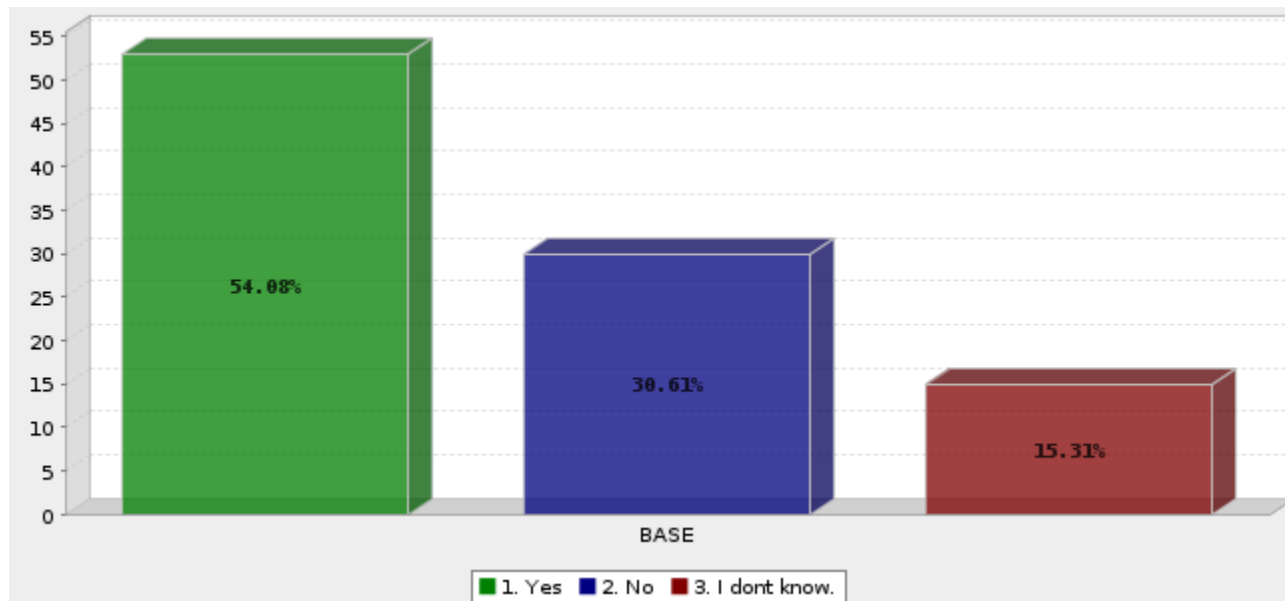

Ces formes de coopération représentent une pratique commune seulement pour 15% des répondants ; selon 40% elles sont pratiquées dans quelques écoles ; pour 29% il s'agit d'une pratique rare et pour 8% même très rare. 8% ne disposent pas d'informations.

Ces données montrent que dans 92% des contextes, représentés par les répondants, des projets d'établissement soulignant et mettant en œuvre la dimension langagière de tout enseignement existent déjà, de façon plus ou moins partagée, et peuvent donc constituer une bonne base de départ pour leur dissémination actuelle et en vue de projets futurs.

Q11 D'après votre expérience, les personnels suivants reçoivent-ils ou ont-ils reçu une formation spécifique autour de ces questions ?

Q11. Teachers of the language of schooling

54,08 des répondants estiment / savent que les enseignant(e)s de langue(s) de scolarisation reçoivent de la formation autour de ces questions (c'est le plus haut pourcentage) contre 30,61% qui pensent qu'ils n'en reçoivent pas et 15,31 qui ignorent la réponse.

Q11 Teachers of modern languages

42, 39% des répondants estiment / savent que les enseignant(e)s de langues vivantes reçoivent de la formation autour de ces questions contre 36,96% qui savent qu'ils n'en reçoivent. 20,65 ne sont pas à même de répondre.
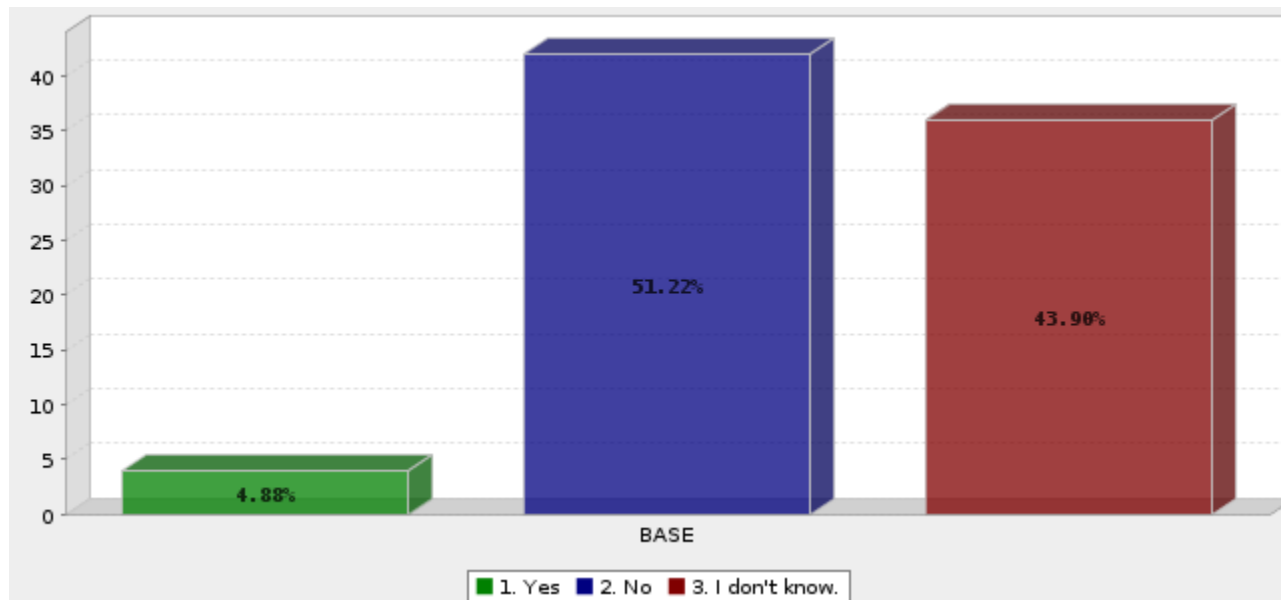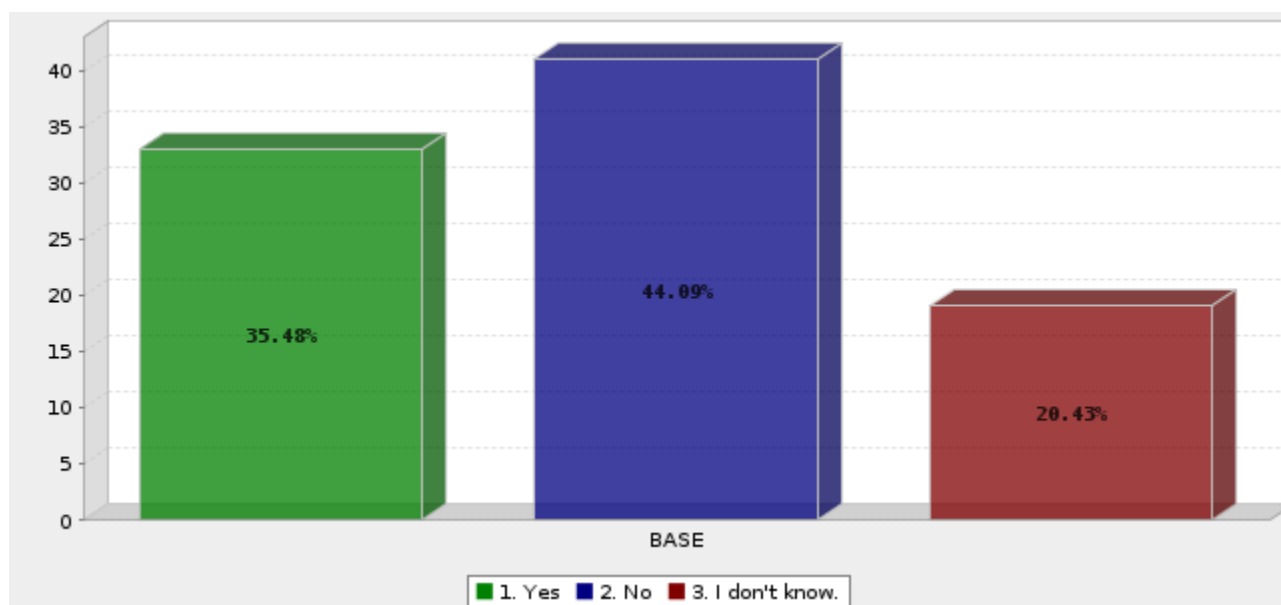
Q11 Teachers of Classical languages

51,22% (plus de la moitié) des répondants estiment / savent que les enseignant(e)s de langues vivantes ne reçoivent pas de formation autour de ces questions, contre seulement 4,88% qui savent qu'ils en reçoivent. 20,65% mais 43,90% ne sont pas à même de répondre. Ces données sont à interroger : on dirait que l'enseignement des langues classiques est un enseignement à part, qui n'est pas conçu en lien avec les autres langues et sur lequel manquent des informations.

Q11. Subject teachers – other than languages (maths, sciences, art ...)

Selon 35,48% des répondants, les enseignant(e)s des disciplines autres que linguistiques (mathématiques, sciences, éducation artistique...) reçoivent de la formation autour de ces questions ; selon 44,09%, ils n'en reçoivent pas. 20,43% ne possèdent pas d'information pour répondre.

Q11. Head teachers

Selon 26,44% (un peu plus d'un quart) des répondants, les Chefs d'établissements reçoivent de la formation autour de ces questions, alors que, selon 40,23%, ils n'en reçoivent pas ; 33,33% ne peuvent pas répondre à la question.

Q11. Trainee teachers

Selon 34, 41% des répondants, les futur(e)s enseignant(e)s ne reçoivent pas de formation initiale autour de ces questions, le même pourcentage estime qu'ils/elles n'en reçoivent pas et 31,18 d'entre eux n'ont pas d'information autour de ce sujet.

D'après ces réponses, le personnel scolaire recevant de la formation serait le suivant par ordre décroissant : les enseignant(e)s de langue(s) de scolarisation (54,08%) ; les enseignant(e)s de langues vivantes (42,39%) ; les enseignant(e)s des disciplines autres que linguistiques (mathématiques, sciences,
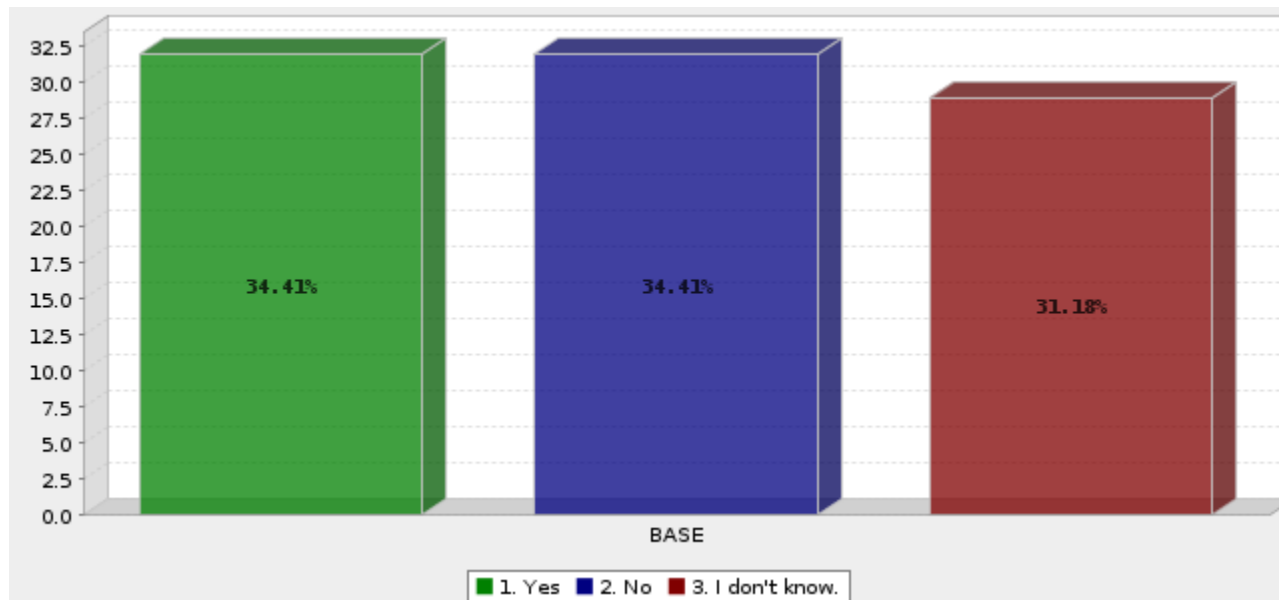
éducation artistique...) (35,48 %) ; les futur(e)s enseignant(e)s (34,41%) ; les Chefs d'établissements (26,44%) ; les enseignant(e)s de langues classiques (4,88 %).

Les efforts majeurs semblent se concentrer sur la formation continue avec un avantage pour les enseignants de langues de scolarisation surtout (un peu plus de la moitié des réponses) et de langues vivantes. Ceci semble également pouvoir indiquer que ces questions sont déléguées aux enseignants de langues surtout. Les enseignants des autres disciplines commencent à être concernés par la formation autour de ces sujets mais en mesure encore insuffisante (un peu plus d'un tiers). L'investissements de la formation initiale demeure faible (un tiers environ). Un peu d'un quart seulement des répondants indiquent des formations pour les chefs d'établissement : ce qui peut interpeler étant donné l'importance que l'on accorde - dans certaines réponses à des questions ouvertes- à cette figure administrative dans la mise en œuvre de politiques linguistiques d'établissement. Décidément presque nulle la formation dans ce domaine des enseignants de langues classiques.

Q12 À votre avis, la coopération de l'ensemble de l'équipe pédagogique pour favoriser l'acquisition de compétences dans la ou les langue(s) de scolarisation peut-elle être davantage facilitée par (choisissez trois options) :

Selon les répondants les mesures les plus efficaces pour favoriser la coopération de l'équipe pédagogique sont dans l'ordre :

1. des modules de formation à l'intention des enseignants et des chefs d'établissement (22,77%)
2. l'élaboration, le pilotage et l'évaluation d'exemples de matériels pédagogiques à utiliser en classe en coopération avec des enseignants d'autres matières (20,00%)
3. des exemples concrets de projets d'établissement réalisés en coopération avec tous les enseignants et/ou d'autres (chefs d'établissement, parents, élèves) (19,38%) et un guide, étape par étape et basé sur des expériences réelles, sur la manière d'impliquer toutes les parties prenantes dans cette coopération (19,38%)
4. des exemples de politiques ou de stratégies relatives à l'éducation aux langues à l'échelle de l'établissement (12.00%)
5. des témoignages de chefs d'établissement ayant réussi à mettre en place et à favoriser une telle coopération (6,46%)

Les plus choisies sont les options les plus concrètes : formation d'abord, matériels pédagogiques ensuite, exemples de projets d'établissement et guide basé sur des expériences réelles.
Malgré l'importance qui sera accordée par la suite au rôle du chef d'établissement et à une politique linguistique d'établissement, les propositions les concernant (4 et 5 ci-dessus) ne sont pas considérées prioritaires.

Q13 Pourquoi la coopération de l'ensemble de l'équipe pédagogique pour la ou les langue(s) de scolarisation constitue-t-elle une priorité (ou non) dans votre pays ?

Pourquoi c'est ou ce devrait être une priorité

Finalité
- tenir compte de l'hétérogénéité des élèves (différentes L1) (2)
- attirer l'attention de tous les enseignat-e-s sur le côté linguistique de leur enseignement (2)

Raisons de son importance
Citation
There were a number of reasons to make this issue a priority. In order of importance: the below-average results in language competence in PISA and PIRLS in the country, the inflow of immigrant and refugees families from the bordering countries like Morocco, the OCDE recommendations to consider languages across the curriculum, the awareness that language competence deficits have a large influence in drop-out rates, etc.

a. raisons institutionnelles
Citation
It is included in our core curricula for all general education to be implemented in schools as of August 2016. The curricula embrace the topic in a variety of ways - and so does of course the in-service training and general and targeted information about the new curricula. The need was luckily foreseen before the refugee crisis of summer 2015 commenced! Core curricula are not renewed but every ten years or so.

In the new curriculum, it is explicitly stated that every teacher is a language teacher and that there should be more cooperation between disciplines. Learning objectives for each subject include also linguistic contents though they may be expressed only implicitly

- la langue de scolarisation est une compétence-clé du curriculum national
- c'est une des orientation fondamentales dans le nouveau programme de base pour l'éducation obligatoire
- la majorité des établissements d'enseignement supérieur enseignent les disciplines dans la langue officielle. Le marché du travail est bénéfique pour ceux qui ont acquis de bonnes compétences linguistiques dans plusieurs domaines
- nécessité de créer un environnement multiculturel et globalisé

b. Hétérogénéité des publics scolaires
- présence d'élèves issus de la migration (8), des réfugiés (2)
- de plus en plus d'élèves sans la langue-cible
- élèves dont la L1 n'est pas la langue de scolarisation
- les langues indigènes ont été perdues à cause des pratiques assimilationnistes
- grande diversité entre les élèves dans les classes
- Il s'agit d'une priorité dans les établissements scolaires qui accueillent des élèves allophone ou issus de l'immigration et qui disposent d'une structure spécifique ou de l'aide d'un enseignant spécialisé
- Les écoles accueillent des élèves bilingues (2) voire trilingues, plus des groupes additionnels
- par ailleurs dans certaines régions paupérisées même si la langue parlée est le français, c'est surtout de l'oralité de base "BICS", le niveau de littératie est fort bas "BICS" et ces jeunes ne maîtrisent pas bien la langue "académique" parlée à l'école "CALP"les élèves à étudier les langues
- mauvais résultats dans le compétences-clés (langues et mathématiques dans PISA et épreuves standardisées)

c. raisons éducatives

This topic is very important as a good number of students speak a different language at home and very often they are expected to pick up the language of schooling with minimal support from the school system. Parents are not encouraged to get involved and the first language is excluded from the classroom even though it could support the learning of an additional language. With the increase in number of refugees arriving in Europe a different approach to ingesting these children into the education system needs to be considered. There also needs to be a policy to maintain these children's first language and develop multilingual individuals.

- Parce que la réussite du parcours d'apprentissage de l'élève dans toutes les disciplines dépend en grande partie de sa maîtrise de la langue de scolarisation.
- Parce que le soutien aux apprentissages des élèves est une tâche qui doit être accomplie par une équipe coordonnée, coopérative et engagée dans des approches holistiques.
- Maitriser la langue de scolarisation est fondamental pour que les élèves aient les mêmes opportunités de poursuivre leurs études et globalement d'entrer dans la société.
- Important pour la lutte contre l'échec scolaire, le décrochage, la démotivation, la perte d'estime de soi qui peuvent déboucher sur des actes désespérés dont une montée de la violence
- Pour une bonne formation linguistique pendant la vie scolaire
- Pour encourager les élèves à étudier les langues
- Pour permettre aux enfants de comprendre que tous ils vont dans la même direction
- À cause d'une longue tradition de travail autour des questions liées à la diversité des langues et des cours de L1
- C'est une dimension critique pour que les écoles arrivent à toucher tous les élèves et à leur assurer des opportunités égales
- Sans succès dans la langue de scolarisation, pas d'éducation de qualité
- Pour créer de la cohésion dans les divers apprentissages et dans les diverses actions entrepris à l'échelle de l'établissement et pour que les synergies et énergies conjointes permettent d'éviter l'essoufflement d'un projet si ambitieux
- La centration sur la langue de scolarisation (tout en incluant à cette réflexion les pratiques linguistiques diverses des élèves et de leur environnement social) est une priorité car les élèves sont, dans toutes les disciplines scolaires, évalués sur la qualité de cette langue et parce que la langue de scolarisation correspond au modèle de langue attendu en milieu professionnel et dans certaines sphères de la société (la langue de scolarisation étant la variante linguistique socialement légitimée).
- Pour impliquer les enseignants de toutes les disciplines dans les problématiques d'inclusion
- L'appropriation de la langue de scolarisation est complexe et nécessite l'implication de tous les enseignants

Raison de l'absence de priorité
Citation :
I believe that the concept of language of schooling has only been catching in the last couple of years. The concept that language is fundamental to all learning is still not mainstream and in large parts not part of teacher training. Subject teachers and professors are fully aware of the potential of academic learning and its role in deeper learning. Linguists still rather focus on old-English rather than meaning making and functional linguistics, etc. The problem is very complex.

The language of schooling is not a priority in my country as those in charge with education at a political level are not aware of what the language of schooling is and how important it is to foster learning and not only for migrants.

- les classes multilingues sont très rares / les écoles sont essentiellement monolingues (2)
- nombre assez bas d'enfants migrants

- absence d'argent, problèmes économiques liés à la crise de 2008 (3)
- ce n'est pas un gros problèmes
- peur d'une perte au niveau de la langue nationale
- carence de connaissances (2), d'expertises, de compréhensions des enjeux
- The whole school system is based on early segregation (age 10 and again age 14/15) resulting in the fact that a whole school type (AHS, "Gymnasium") doesn't see itself as responsible for second-language-acquisition since those pupils for whom this is a difficulty don't usually go there. Only those who have mastered L2-acquisition at an early age (kindergarden, first 2 grades of primary school) can even go on beyond compulsory schooling.
- Dans certaines régions, le pourcentage d'élèves allophones est très élevé - alors que l'école pratique encore souvent un mode de fonctionnement "monolingue" qui pénalise les élèves allophones. Le multilinguisme est perçu plus comme un problème que comme un atout.
- Fort cloisonnement entre les disciplines
- There is no national standards for teachers of EAL (English as an additional language), no national qualification for teachers of EAL, no assessment scale for EAL like all other English-speaking countries.
- Le financement des écoles pour soutenir les apprenants EAL a été retiré, la priorité est le financement pour combler l'écart des enfants issus de milieux pauvres
- Les chefs d'établissement (et autres instances éducatives) cherchent à répondre à d'autres priorités (laïcité, numérique, lutte contre le décrochage, etc).
- La tâche est souvent attribuée à des classes d'inclusion spécifiques, et est portée par le(s) enseignant(s) de ladite classe, sans que les autres enseignants soient impliqués voire tout simplement informés.
- Absence de coordination entre le service assurant l'accueil des élèves allophones (CASNAV)/la formation des enseignants spécialisés ET la formation initiale et continue des enseignants (non spécialistes), quelle que soit leur discipline

Difficultés
Citation

The language of schooling is indeed a priority in my country, but there is no relation to the mother tongue development. Pupils are encouraged to only speak Dutch in school. Speaking a migrant language is seen as a deficit. There is no official policy for developing the language of achooling, other than the usual classes of Dutch.

- Il est difficile de convaincre les politiciens à propos de la façon dont les compétences linguistiques diffèrent d'un enfant à l'autre, et que les élèves apportent avec eux des expériences linguistiques diverses
- Au niveau du ministère, le thème rentre lentement dans les curriculums mais de façon non systématique
- Ce n'est pas une priorité au niveau de l'école
- Avec le problème des réfugiés la langue de scolarisation est devenue un thème de débat mais pas encore une priorité
- Les défis ne sont pas bien compris par les chefs d'établissement et les enseignants en général
- Attention portée plus sur les compétences basiques de communication que sur les différentes exigences de la langue académique
- Ce n'est pas un thème dans la formation des enseignants
- Attention à l'inclusion mais sans une compréhension du rôle que jouent l'acquisition des habiletés académiques et de la langue de scolarisation
- Difficulté non seulement à assumer le problème mais à le reconnaitre

Conditions
- Le thème rentre lentement dans les curriculums mais de façon non systématique

- Faire figurer cette dimension dans le projet d'établissement A partir de là la collaboration de l'ensemble de l'équipe pédagogique est requise et indispensable, car ce type de projet requiert les compétences et l'attention de tous, enseignants de langues, de disciplines, cadres pédagogiques, communauté éducative (parents d'élèves, élus, responsable associatifs) pour pouvoir agir à tous les niveaux et sur tous les plans.
- Des écoles sélectionnées avec l'implication de chercheurs, se sont intéressées et ont produits de très bon résultats
- Les nouveaux défis posés à l'école par la présence d'élèves migrants peuvent trouver plus facilement des réponses à l'aide d'équipes multidisciplinaires portant des regards différenciés sur les besoins et les attentes des enfants et de leurs familles.

Solutions trouvées
- des classes préparatoires pour les élèves qui ne parlent pas ou parlent mal la langue de scolarisation
- Le développement et l'évaluation de la langue de scolarisation par tous les enseignants est un devoir légal depuis 1992
- démarches qualitatives comme le QUIMS (Qualität in multikulturellen Schulen), mis en pratique en Suisse alémanique dans certains établissements.

Problèmes à résoudre
- Marginalisation des élèves avec un background d'immigrant (Espagne)
- Approche mieux planifiée
- Ne pas penser que c'est un problème individuel des écoles (élèves immigrants)
- Peu d'actions politiques face au nombre grandissant d'élèves migrants

CONTEXTES SPÉCIFIQUES
Citation
The language of schooling is a hot topic in most countries in the EU - because of tensions between languages spoken in one Member State (Spain, Belgium, Finland) or because of the growing number of children coming from families who speak a different language (internal mobility, migration).

Pays de l'Est
The topic of the languages of schooling is a priority of our country because the tradition of teaching and learning of the languages was interrupted during the communist rule and the second aspect is an enormous lack of knowledge of foreign languages among our population, especially nowadays in a process of building the united and shriving Europe (results of international survey)

Pays multilingues avec des politiques linguistiques context-boung

The topic of languages in general has been a priority in our country since the very creation of the Andorran education system back in 1982. In fact, the Andorran school was created to give response to the sociolinguistic, geographic, historical, political reality of our country, which is plural from a linguistic and cultural point of view. Politically, **Andorra** is a sovereign landlocked microstate in Southwestern Europe, located in the eastern Pyrenees mountains and bordered by Spain and France. Created under a charter in A.D. 988, the present Principality was formed in A.D. 1278. It is known as a principality as it is a monarchy headed by two Co-Princes – the Spanish/Roman Catholic Bishop of Urgell and the President of France. In fact, this means that Andorra has Catalan as the official language, whereas Spanish and French has become neighbourghood languages, and English a sort of "international" lingua franca. So, in fact, we could say that the Andorran school does not have just one language of schooling but four: Catalan and French which are introduced from pre-primary (4-5), English, which is introduced at the age of 8 integrating some non linguistic contents, and Spanish, which is introduced at the age of 10, also integrating some non linguistic contents.

Austria More than 50% of first graders throughout the country have a first language different from the language of schooling, in some classes up to 100% (urban areas, especially Vienna). It is therefore a very important topic treated in different ways due to the Austrian federal system: responsibility for kindergarden and pre-school lies with the municipalities or private stakeholders, for primary and one part of lower secondary with the region and for the other part of lower secondary and for higher secondary with the national authorities

Is a priority because nationwide tests (educational standards) have proven that children from low social backgrounds and often with a limited command of the language of schooling fall behind their classmates, have a higher drop out rate a.s.o. **Austria** has a particular wide variety of heritage languages in its classrooms.

Canada. The arrival of the Syrian children has made the topic of language high priority. As Canadian classrooms continue to fill with children who do not speak English (or French), teachers (who have little or no training in childhood bilingualism) continue to ask are asking for guidance, resources and support

I work with teachers, Principals and schools in **Ireland**, mostly in, but not confined to, the context of Gaeilge-medium second-level schools (Gaeilge is Ireland's first official language, English its second.) Approximately 11% of our country's schools are Gaeilge-medium schools, therefore the topic of the language of schooling is relevant to all of these schools (where the language of schooling is not always the first language of the learner) as well as to other second-level schools who have now become aware of and curious about the benefits that have been established in relation to 'immersion education'. Also, all of our country's second-level schools are in the process of implementing a National Strategy on Literacy and Numeracy Development and, consequently, issues of literacy and the topic of the language of, for and through learning are of great interest to all Irish teachers at the moment. In addition, all of our first-level schools are just now embarking on the implementation of a new and significant 'Integrated Language Curriculum', therefore the topic of the language of schooling and how this impacts on learning is a huge priority for all schools, teachers, learners and parents in Ireland at the moment

Ireland has been until very recently a largely linguistically homogenous society. It was only in the late 90's and early 2000 that we received an influx of speakers of many other languages. Traditionally the Irish education system has been concerned with the teaching and learning of English and Irish (Foreign language learning only starts at post-primary level). This resulted in a lack of understanding of the impact for learners of having to build knowledge in a language other than their first. As well as a lack of appreciation for the value of linguistic diversity for the school community as a whole. Nonetheless in recent times an awareness of these issues is being raised and as a result we will be hosting a ECML team of experts to delivered a workshop on multilingual classrooms next June.

Riga Secondary School 34 is the school of national minority for learners whose native language is Russian but they live in **Latvia**, where official language is Latvian. The school has successfully integrated into the Latvian environment. Moreover since 1963 Riga Secondary School 34 has been working as a secondary school with a profound study of some subjects in English. Hence the educational aim of the school has always been focused on the language of schooling. The main purpose of the school development is to create a modern democratic school, providing students with a high level of school education, including skills of different languages.

In **Latvia** there is a big number of Russian speaking people. Hence, there are still Russian schools in Latvia. In order to make the integration of Russian speaking students into labour market easier, there are a number of subjects taught in Latvian. It is a priority in this country as our goal is a united nation speaking the same language and respecting all nationalities

Au **Luxembourg**, à l'Ecole fondamentale, la coopération des équipes pédagogiques (ensemble des enseignants, éducateurs etc. encadrant deux années de promotion successives) est obligatoire fixée par la loi scolaire, avec accent spécifique mis sur l'élaboration commune de dispositifs de différenciation pédagogique et d'évaluation formative, notamment dans le but, de favoriser, par une pédagogie interactive et coopérative, le développement langagier harmonieux et de la maîtrise des langues de scolarisation des enfants plurilingues dans une milieu scolaire multilingue, considérés comme facteurs indispensable pour la réussite scolaire. Les équipes ont pour mission d'une part d'assurer la cohérence horizontale de l'enseignement des langues par une approche intégrée d'apprentissage des langues (durchgängige Sprachbildung) dans d'autres matières (mathématiques, sciences ...) et la cohérence verticale ayant trait à assurer une progression harmonieuse qui respecte le développement des capacités cognitives et affectives des enfants.

The topic of the language of schooling has become a priority due to the increase of learners from a migrant background entering the schooling system in our country (**Malta**). The diverse cohorts of multi nationalities of these learners present challenges for the school in that: a) basic communication between the learner and the teacher may not be possible at the start b) the linguistic and literacy skills that the learner possesses cannot be truly assertaried if the teacher or other stakeholder determining these levels are not familiar with the mother tongue of the learner; c) to a certain extent, all migrant learners entering the schooling system are experiencing a period of trauma, some more than others, due to uprooting and reason for their migration.

The Framework for the Education Strategy for **Malta** 2014-2020 focuses on 4 pillars: a) Reducing the gaps in educational attainment and raise the bar on literacy, numeracy, science and technology competence; b)Support educational achievement of children at-risk and reduce the relatively high incidence of early school-leavers c) Increase participation in lifelong learning and adult learning d) Raise levels of student retainment and attainment in further, vocational, and tertiary education and training

Malta is a fully bilingual country and for decades the languages of schooling have been TWO. In recent years there has been a growing awareness of this as a positive experience and everyone wishes it to continue to be sustainable and as best implemented as possible. The most recent administrative decision has been that ALL teachers must be fully bilingual.

The topic of the language of schooling is or is not a priority in **Montenegro**. Montenegro is homogeneous in terms of language backgrounds. The official language is Montenegrin, and the languages in official use are Serbian, Bosnian and Croatian. In areas where Albanians form the majority of population, the language of instruction is Albanian. Beside the second foreign language, the students in these areas learn Montenegrin as official language

En **Roumanie**, la coopération de l'ensemble de l'équipe pédagogique pour la langue de scolarisation constitue une priorité de l'enseignement. Dans mon pays, il y a une Direction pour l'Enseignement dans les Langues des Minorités qui s'occupe du développement, de l'organisation et du contenu de cet enseignement. Ses attributions visent: l'enseignement dans les langues des minorités; l'enseignement de la langue et de la littérature maternelle, de l'histoire, de la musique et des traditions des minorités dans la langue maternelle dans des écoles dont la langue de scolarisation est le roumain ou une autre que la langue maternelle; la protection et le soutien éducatif des élèves rroms. Un des objectifs prioritaires de l'enseignement actuel roumain vise l'acquisition des compétences fondamentales pour le soutien des langues et des cultures des minorités

Au **Portugal**, l'enseignement du portugais aux ressortissants d'autres pays a été une priorité pendant quelques années. Des formations pour enseignants se sont faites, des projets se sont déroulés, etc. Avec l'arrivée de la crise économique, une grande partie de ces enfants ont quitté le pays avec leurs parents qui sont allés chercher du travail dans d'autres pays et le nombre l'enfants/élèves qui arrivent dans le système

ne pas sachant le portugais est très bas. Néanmoins, dans ces cas les projets pédagogiques des écoles incluent des mesures spécifiques et pour ces publics. Cette coopération est donc une priorité mais au niveau local en fonction des besoins. Il fait signaler que le besoin se pose aussi pour les enfants/élèves qui arrivent de pays officiellement lusophones mais dont la compétence en portugais est parfois insuffisante pour suivre les classes

Spain has bilingual communities where the issue of language diversity has to be addressed in curriculum planning. Additionally, many regions have developed bilingual projects where the language in which some of the subjects are taught is not the students' L1. Finally, there has been a lot of immigration over the past 15 years or so, and schools have had to adapt to this influx of students with varying L1 backgrounds. In some regions this has resulted in the development of "language projects" in school, where language policy was reflected on and laid down.

> The language of schooling in **Catalonia** has been a priority since the 80s when the immersion programes started. The reasons why the immersion program was implemented was because 50% of the students had Spanish as their first language and in order to avoid discrimination between students parents accepted and agreed with the immersion Catalan language program in all schools. The immersion program was implemented step by step and school by school. All the subjects were taught using Catalan as the language of communication, except for the Spanish and FL lessons where those langauge were used in class. Nowadays a great emphasis is put on FL teaching and learning and apart from the FL lessons CLIL is used in many primary and secondary schools.

> In the **Basque Country** the majority of children enrolled in Basque-medium schools do not speak that language at home. Instead, they speak Spanish or French. So, schooling in a L2, in this case a minority language, is a very frequent phenomenon. That's why I think the topic of the language of schooling is a priority in the Basque Country.

Switzerland is a country with four national languages. Language has traditionally been an important issue in education. Other than that, it is a country with high immigrant rates, which brings many languages in schools other than the national languages. Then in many parts of the country the language spoken (dialects) differ from the language of instruction, which makes the school even for the locals a challenge.

I am responsible for the teaching of Portuguese as Heritage Language in **Switzerland**. The teaching of Portuguese is a priority as the mastery of the language spoken at home with parents and relatives is a fundamental asset to the learning ans mastery of the language of schooling.

Wales. Welsh language is a priority for all schools. Through Global Futures - a new 5 year plan to improve and promote modern foreign languages', we are working to achieve 'Bilingual plus 1' whereby learners study English, Welsh and at least one MFL from Year 5 (7 years old).

Pays avec une langue peu parlée au-delà des frontières
Armenia. in the context of expanding role of English in higher education, the change of language of schooling is becoming socially and economically vital, but not always clearly admitted or recognized. In Armenia the language of schooling is Armenian, and the children study 2 more languages (sometimes a 3rd language also). Pursuing higher education without a decent knowledge of English French or Russian is practically impossible, though officially, the language of higher education in Armenia is Armenian. My opinion is based on the perspective of the coming 10-20 years, having in mind the domitation of the languages of information technologies and Intercultural communication

Iceland. The teaching Icelandic has very high priority in Iceland. Icelandic educational Acts of all three levels, preschool, compulsory and upper secondary, stated clearly that the language for teaching is

Icelandic. Iceland is spoken by only about 300.000 people in the world, it is strongly believed it needs to be protected. November 16th, is an official day when Icelandic is celebrated by all schools every year.

In **Iceland** the language of schooling is Icelandic, and learners study two foreign languages as part of the school curriculum. English from the first grade and Danish from the 7th grade. Learning Icelandic is vey important in Iceland. It is a big part of the identity of being an Icelander. It is a very important part of the cultural aspect to be able to read the old stories of the settlers.

Pays avec des politiques en faveur des langues étrangères

In **Slovenia**, schools had the possibility to join the project The Enriched Foreign Language Learning project managed by The National school for leadership in education, from september 2010 to August 2015. In my opinion only few schools in Slovenia that has joined this national project has build their own priorities on the language of schooling. Only few schools (included our school) has found the topic of the language of schooling as our niche market.

Pays avec des programmes bilingues

Albanie. Dans notre pays la langue de scolarisation est la langue maternelle (l'albanais). Les langues étrangères sont utiliser comme langues de scolarisation dans les classe bilingues ouverte dans quelques lycées: Anglais-allemand; français-italien. Les apprenants font deux ou trois disciplines en langue étrangère: histoire, géographie, maths. Dans ce cas-là, je pense qu'une collaboration et un travail en tandem de deux professeurs: celui de la langue et celui de la discipline en question est nécessaire pour faciliter l'acquisition exacte des savoirs.

The **Netherlands** has a reasonable amount of people moving into the country that don't know Dutch. I see how the schools help these children and how well they are doing, but I think there could be a more planned approach. I think it is viewed as important but left up to individual schools.

The language of schooling is very important and a lot of resources are being dedicated to its development. The **Netherlands** has one of the most advanced and successful bilingual programs in Europe. Although the influx of imigrants is now making the student profile more complex both culturally and linguistically thus the challenege has increased. To ensure the highest quality of education for all it must be a priority.

The Bilingual education programme in the **Netherlands** is a well-established practice that challenges secondary education pupils to take 60% of their classes in English (which is thus "their language of schooling"). This 25-year-old initiative is not prioritised by the government, but 30% of Dutch schools have opted for this approach. Through Content Language Integrated Learning pupils achieve higher language awareness levels. Dutch schooling policy does offer special funds and training for pupils whose 1st language is not Dutch. The so-called NT2 classes provide extra support for these pupils when necessary

It is a hot item in the case of early English at primary school and on bilingual schools (Dutch and English in secondary education), but further in the **Netherlands** there is a monolingual approach, more focused on Dutch than on the first languages of so many children. There are a few examples of language awareness projects, but these are not common, and merely projects and not policy throughout the whole curriculum.

Pays avec des politiques en faveur des migrants

We see this topic as urgent. **Norway** takes in a great many asylum seekers from many countries, and plans to take in many more during the coming years. Learning and using Norwegian comfortably is key in helping these young people integrate socially, and in helping them get back on their way to becoming productive members of society as well as fulfilling their own goals and dreams within the context of their new country. Also, those members of Norwegian society who have reservations about accepting immigrants will often be

more open and welcoming when they see that the new members of society have learned the language of this country.

Norway has an increasing immigrant population and number of pupils who are starting school without a good level of Norwegian language. Pupils can be put directly into classes and attend lessons in, for example, history, social science or natural sciences after maybe only months of exposure to the Norwegian language. If these pupils are to have a chance of achieving their potential at school and going to on good jobs and integrating well into Norwegian society, they need a greater level of language support

In **Spain** for most students the language of schooling is their first language. However, we have some areas that receive large numbers of immigrants from many countries. Mainly , these problems are solved with the mainstream class aside and in-class support.

Pays à idéologie monolingue

En **France** cette question ne constitue pas une priorité car l'apprentissage de la langue de scolarisation est considéré comme une évidence qui ne fait pas l'objet de réflexion transversale et approfondie. On considère que la langue est une matière technique traitée de façon traditionnelle (grammaticale normative avant tout et presque exclusivement): l'intervention est réservée au spécialiste qu'est l'enseignant-e de français. On ne mesure pas l'écart entre les divers usages du français: entre le français scolaire et les français ordinaires des élèves et de leurs familles, entre les usages des diverses disciplines scolaires, etc. La sacralisation du français langue nationale unique et exclusive conduit à ne pas s'interroger sur les rapports avec d'autres langues, celles des élèves et de leur environnement familial, ainsi que celles enseignées comme "étrangères" ou "régionales"

I have the impression that the majority of the public sees French as the only language necessary in France, and there is a lack of understanding about how the first language supports learning a second language(language at school) and the value of being bilingual/multilingual in general.

A ma connaissance, ce n'est pas une priorité nationale : les chefs d'établissement (et autres instances éducatives) cherchent à répondre à d'autres priorités (laïcité, numérique, lutte contre le décrochage, etc). La tâche est souvent attribuée à des classes d'inclusion spécifiques, et est portée par le(s) enseignant(s) de ladite classe, sans que les autres enseignants soient impliqués voire tout simplement informés. Absence de coordination entre le service assurant l'accueil des élèves allophones (CASNAV)/la formation des enseignants spécialisés ET la formation initiale et continue des enseignants (non spécialistes), quelle que soit leur discipline

France is a very centralised country and the schooling language has to be French. However, welcoming pupils speaking another language is part of the "inclusion" policy that aims to include everyone in mainstream schools

Pays avec la tentation du tout anglais

As English is a foreign language in my country , the mother language is the most important thing about language of schooling but as English is needed everywhere most of the private schools is interested in the language of of schooling to become English . our school is trying to be an international school and trying to use the language of schooling to be English even in Maths, Science and Art lessons.

Q14 À quelles difficultés ou résistances un projet de collaboration de l'ensemble d'un établissement autour de la dimension langagière de l'enseignement pourrait-il se heurter ?

23 of the respondents did not answer this question.

According to the respondents, a collaborative whole school project focussing on developing students language combined with subject learning is a challenging enterprise. Such a project may be facing resistance of different types and at different levels in the educational system.

Resistance could be related to:

Traditional views on

- teaching – how teaching is to be performed
  - subject teaching
  - language teaching (first/second language)
- what subject / language learning is
- the role of teachers –
- cooperation in schools
- how time in school should be spent
- what important priorities are

Lack of

- a supporting national teaching strategy
- experience in the field
- motivation for a change
- understanding of problems related to the language of schooling
- familiarity with concepts like multilingualism, plurilingualism, language of schooling etc.
- knowledge of the role language plays in subject learning
- understanding for how much time needs to be allocated to develop an efficient training program
- information of knowledge about language of schooling, second language learning, issues concerning immigrants in schools
- information about language of schooling, second language learning in pre-service and in-service training
- experience and training in whole school approaches
- material resources, textbooks dealing with the language of schooling and how to teach it
- financial resources, expensive to set up whole school projects
- qualified teachers
- training possibilities – since this is a new approach to teaching subject and language teachers need a lot of support
- pedagogical leadership
- all kinds of resources (time, leaders/other human resources, in-service training, equipment, etc)
- research in the field
- recognition and attention (the role the language of schooling plays)
- coordination a) between subjects and b) of school hours
- awareness of the added value of multilingualism
- willingness to integrate "outsiders" into the school
- cooperation between school/teachers and parents

resistance from

- teachers (subject teachers and language teachers)
- headteachers
- staff
- parents
- politicians

- those who value "the mother tongue" as something to be cherished and nurtured (and not adjust it towards L2-speakers)

Resistance to

- a new approach to subject and language learning
- whole school cooperation from teachers and staff
- change – to opening subjects towards new aspects
- extra work (as teachers' and school staff's workload is big as it is)

Practical problems with

- recruitment of teachers since many teachers would feel such a project is too challenging
- time and organisation
- state rules and regulations
- rigid systems

The points mentioned below are not answers to question 14, but they are included in the responses, and are therefore included here:

What needs to be done?

- Raise the awareness of subject teachers that learning is holistic and that language is paramount to learning. For information/content to be conceptualised, languaging has to take place
- Equip teachers with adequate knowledge and training
- Underline the usefulness of the approach and also expected results
- Include the topics of "whole school approaches" and "language of schooling" in teacher education
- The approach needs to be prioritised by and coordinated at all levels in the school or also maybe in the school system
- Have more research in the field
- Get more attention from media, teachers' organisations
- Provide evidence of the importance of subject teachers' involvement
- Make work done by the ECML more known

Since the research on *the language of schooling* is limited, especially research related to teaching methods and practices, many would feel there is little evidence supporting the importance of setting up a whole school project. Such a project would be time consuming, and a lot of resources would also have to be allocated to the project. Without reassuring /positive research findings schools would be guinea pigs in a project. Teachers and schools would like to be more sure about the outcome before embarking on such a journey.

Q15 Les enseignants de langue ont-ils un rôle spécifique à jouer dans cette collaboration ? Comment les enseignants de langues peuvent-ils aider leurs collègues des autres disciplines ? Merci de justifier votre réponse

20 of the respondents did not answer this question.

The respondents differ slightly in their views on the role language teachers and subject teachers ought to have in a whole school project of this type. On one hand several of the respondents underline that language teachers have an important role to play in a whole school project concerned with the language of schooling. Many say that the language teachers should make subject teachers aware of the role language plays in knowledge building. On the other hand a number of respondents point out that subject teachers

must be in charge of teaching the content of the subjects. They also say that language teachers may be able to focus on genres/discourse functions, but that there is the danger of superficial teaching if content is not taken seriously. Therefore language teachers role should be limited to monitoring and assisting subject teachers, and support should be request based.

Several stress that a whole school project is a joint project where the whole staff participates, and that there is a language component in all subjects. This means that all teachers are language teachers.

Furthermore, subject teachers can support subject teachers in different ways, for instance

- encourage and support them to become linguistically aware of the language of their dicipline, and
- help them rethink the aims of their subject
- encourage then to reflect on what is involved in the language of schooling
- reflect on scaffolding of students
- make language progress visible to teachers and students
- cooperate and make language learning experiences interesting, meaningful, and tap on students' interests and resources
- provide them with materials, ideas and good teaching practises in order to support students and solve some of their problems
- organise tutorials for subject teachers
- draw their attention to the distinction between what Cummings call BICS (basic interpersonal communication skills) and CALP (cognitive academic language proficiency)
- draw subject teachers attention to the distinction between the concept of knowledge and skill, and
- act as mentors
- monitor progress in subject learning
- act as co-authors of teaching materials
- implement the idea of sharing of information/knowledge
- give them ideas about how to adapt their language when they communicate (teach, talk, formulate task and questions) with students who are weak languagewise
- make CLIL approaches know to them
- give them examples of how they make students' access to course content easier
- help to compile subject key vocabulary and pronunciation lists for teachers and students

Cooperation between subject and language teachers should include

- lesson planning
- team teaching
- discussion and reflection on asessment issues
- sharing of information/knowledge
- preparation of teaching materials

The respondents seem to think that since language teachers probably are more aware of issues related to the language of schooling, they must be active raising awareness, discussing scaffolding of students and teaching methods, at least at an initial stage. Still - the main lesson to be learned from the responses to this question is that all teachers should be included and be responsible in such a project. In order to make students reach their potential, different stakeholders must cooperate.

Q16 Sur quelles ressources les enseignants peuvent-ils compter lorsqu'ils souhaitent aider différents groupes linguistiques dans leurs classes à améliorer leur compréhension de la langue de scolarisation ?

Very often the answers didn't make a difference between

a) what teachers could really draw on (= the resources available in the respective country) and

b) what would be <u>ideal</u> to have as resources when one started a project

Teacher Education	Inter-/National Institutions	Human Resources	Methodology/ Didactics	Research results
Language & Culture course	Specialist Centre: CASNAV	Social network around school e.g. minority communities	Functional approach to language teaching	Language Acquistion Theory
Intercultural Awareness raising courses	ECML as a centre for plurilingual approaches	Minority language teachers;(2)	Plurilingual methodology; pluralistic approaches (xx)	Butzkamm, R. Tracy, Cummins, Ofélia Garcia Eli Moe, C. Nodari
All kinds of CPD (xx)	Foreign ciltural instutions or embassies	Lingusitic knowledge & competence of students, peers, teachers, parents and migrant community (xx)	CLIL(7) + ECML-projects	Specific research projects(2)
	SFU /Vancouver	Language buddies(2)	Translanguaging (4)	
	Council of Europe: Guidelines and „Handbook"	Teachers from other countries; language assistants	CARAP (5) IPEPI Eveil aux langues	
		Volunteers (e.g. retired teachers)	Language comparison; meta- linguistic knowledge/ awareness	
		Consultants	intercomprehension	
			Integrated didactic approach to different languages	
			CEFR (modernised, e.g. mediation descript.)	

Pedagogical issues	Attitude	Specific teaching formats	Materials	Miscellaneous
Needs/interst analysis	Acceptance and appreciation of multilingualism and cultural differences	Extra language classes or clubs; start-up classes	Guidelines, teaching materials	
Cooperation, collaboration tandem-work of teachers in the school; peer support (xx)	Positve climate for interaction	Funded projects; EU programmes librararies	All kind of material on databases on the web Dictionaries; glossaries	
Create tandems of teachers of linguistic & non-linguistic subjects	Draw on the „community" and individual resources as a support scheme	Whole school language projects	language resource centres (2) Radio - TV-channels; video	

		LangEd-courses for PARENTS	Social Media; forums (fora)(3)	
	Openness towards other cultures	Extra tuition for migrant children	European Language Portfolio	
		After school activities	Linguistcally `sensitive` or "aware" materials	
			Information about different languages (how are they built; how do they „function"?)	
			IT- facilities (digital/ multimodal resources)	

Q17. Quel pourrait être le rôle du chef d'établissement ?

Deux répondants signalent que la fonction de chef d'établissement n'existe pas dans leur système scolaire et un autre souligne le fait que son pouvoir est très limité, n'ayant aucun pouvoir de contrôle sur les enseignants.

Souvent son rôle est considéré crucial, fondamental, central, essentiel.

Il est intéressant de noter qu'il y a un emploi assez élevé du conditionnel.

Citations générales
The role of leadership is key : it is a key indicator.

A whole-school approach is highly dependent on good facilitation and profound organisation. Head teachers should bear the brunt of this work, rather than specialise in the subject matter.

LEADERSHIP INSTITUTIONNEL

Citation
The head teacher needs to have a vision of the importance of languages in schooling, and s/he needs to be able to communicate this understanding to the staff, so that the school is able to develop a school-wide approach to language development. S/he needs to be willing to support teachers' training in this area, and allow them to bring in members of the different language communities to support students' learning.

Compréhension et conscience – Understanding and awareness
- Head teacher should be the first person to understand the importance of the whole-school cooperation and thus get the teachers to cooperate.
- Understanding of the benefits of language teaching
- Fully awareness of the objectives of the whole-school policy in relation to the languages of schooling project/s
- First of all, the head teacher should have the clear picture of what the language of schooling is

Avoir et impulser une vision
- Providing a vision which everyone feels s/he belongs to
- The role of the head teachers is crucial carrying his/her responsibility as the ethical and pedagogical leader who has a clear vision of the fundamental idea of giving multilingualism and the use of all potential linguistic resources and repertoires the essential value in the school

- Also to have a vision of what benefits the school will have by taking part in such a project
- Give leadership in the recognition of the importance of academic language
- S'engager dans les mesures d'inclusion et de garantie de l'équité entre tous les élèves, les enseignants et le personnel non enseignant
- Ménager des conditions qui permettent aux élèves d'origine migrante de se débarrasser de l'image négative qu'ils ont – ou qu'ils donnent – d'eux-mêmes, des traits qui leur font parfois éprouver de la culpabilité au sein d'une école officiellement monolingue
- Head teachers should make sure that children with particular challenges in terms of language of schooling (be they migrants or coming from socio-economically disadvantaged families) are not segregated in 'special' classes
- She would have to instil a sense of priority for this subject (2)
- Le chef d'établissement a un rôle central en termes d'explicitation de la démarche, qui est parfois mal perçue ou sous-estimée par une partie de l'équipe pédagogique

Mettre en œuvre une politique linguistique éducative
- The role of the head teacher should be based both on the educational language policies of the country and on the individual school needs
- The head teacher's role is very important in that it drives the leadership of the school in this regard and provides ways of how to enact this policy
- making policy

Guider l'innovation
- To lead the innovation
- should lead with enthusiasm through the risks of innovation

Faire de la médiation institutionnelle…

Citation

Accueil des familles. Intégration des familles dans la communauté locale. Mise en place d'activités facilitant un tel accueil. Mise en place de groupes de discussion autour de thématiques diverses permettant aux différents acteurs (parents d'élèves allophones, parents d'élèves non allophones, enseignants, personnel d'établissement) de mieux se connaître. Interface avec l'ensemble des acteurs de l'éducation et de la communauté locale. Nécessité de prévoir des actions de médiation.

… à l'intérieur de l'école
- Perhaps the main and more difficult task of the head teacher in the process of establishing a whole-school cooperation may be to integrate all teachers and staff in such a project, whose impact goes far beyond classrooms and affects the role of hall porters, dining hall monitors etc. in their communicative practices with student

… entre toutes les parties prenantes
- Coordination between all parts in the process
- Stakeholder management
- Create structures for all players and actors
- C'est lui qui doit susciter l'adhésion de tous
- Encouraging and managing collaboration of all stakeholders
- Language of schooling is a priority in our school and the head teacher uses all the opportunities to support the players of this processes

… entre école, enseignants et parents

- Faire de la médiation entre les partenaires impliqués (parents, institution, élèves, enseignant-e-s...)
- Seek the contact with parent representatives
- Ensure that communication exists and continues in a strong, coherent way between all elements of the school community - teachers, support staff, ancillary staff, parents, students, etc. to ensure the continuation of the approach
- Including parents
- Pont entre les enseignants et les parents
- Introduce an open-door day for teachers/parents and students
- Enhancing the link between Teachers, students, families among them and between them and the institutions.
- Réaliser la liaison entre les familles et l'école
- Organising multilingual/multicultural events, which include parents
- The head teacher as a role in mediating between teachers, students and parents

… avec les autorités éducatives et politiques
- Il représente pour les enseignants le lien avec les inspecteurs, cadres et responsables académiques et les autres établissements, voire les politiques qui peuvent appuyer les projets
- Address policy makers and involve them
- Communicate with school inspectors, teacher trainers, parents, staff
- Plaider la cause auprès des autorités scolaires

… avec l'environnement extérieur
- Find stakeholders on local/regional and national level
- Établir des liens de collaboration avec des acteurs externes
- Promote involvement of the language (and cultural) communities and foster parental involvement

… en créant des réseaux
- Participating in regional, national and international network promoting the language education etc.
- Encourage their participation in international projects
- Hosting international day for cultural exchange
- Recenser les bonnes pratiques, notamment locales et régionales, et encourager leur mise en réseau.
- Faire la liaison entre les équipes pédagogiques de son établissement et d'autres de l'académie.
- Peut-être aussi encourager l'observation de ce qui se fait à l'étranger (Allemagne, Angleterre, Autriche)
- Communicate with other schools to make it more wide-spread
- Help coordinate cooperation with other organizations
- Promote involvement in EU programmes such as Erasmus+

Etre un modèle
- act as a model for implementing new approaches
- A role model

LEADERSHIP RELATIONNEL

Citations
The role of the principal is crucial. S/he sets the tone, reminds the staff that multilingual pedagogy is the only approach that meets the language and literacy needs of newcomer children. In addition to this the

principal must MODEL multilingual pedagogy, become an advocate for multilingual pedagogy and bring in the community beyond the school

The head teachers play significant role in the process of school cooperation, they must incite cooperation, appreciate it and support teachers for cooperation and must well understand the importance of the process and have skills to persuade all staff, that is the only way how to improve the educational system and knowledge of languages for mutual understanding of youngsters in the future world.

The role of the head teacher is crucial, since he/she should point out to the teachers how important it is for them to get a better insight into the role of language for their subject. He/she should stimulate and facilitate the teachers to learn more about this and set a goal for the subject-expert team to develop the language of their subject.

Agir en leader
- Must show a clear dedication to the task
- A positive attitude and supportive publicity
- Encouraging with an open-minded attitude
- Welcoming new approaches and ideas
- Showing enthusiasm for, and believing in the whole school approach
- Être conscient des problèmes
- He/she personally should support the idea
- The be interested, supportive and a model
- Créer un esprit d'équipe pédagogique
- Must be able to reason and argue as to the future profit of having a clear policy for students and teachers alike
- To foster a positive climate
- Empowering staff
- The head teacher must be seen daily during the breaks, welcomed into the lessons

Créer un environnement favorable aux langues
- Welcoming atmosphere for languages
- support a plurilingual and pluricultural environment

Impliquer, fédérer, motiver, persuader, exiger, encourager, faciliter, coordonner, guider, rassurer, promouvoir, soutenir, légitimer, inspirer, valoriser, animer

Citation
The head teacher should give a big support to all this: involved all the staff to let them know what is an added value for teachers, students, school, parents..., help to build the school priorities. The priorities should be a new school practice from bottom- up and top down. It is a process.

- The success of a programme depends on supportive leadership
- The head teacher supports the teachers (4)
- (S)he should have pedagogical leadership (2)
- (S)he should both demand and encourage the way a good head does
- has to support a whole school development in accordance with Authorities
- Il doit être l'élément fédérateur, l'initiateur du projet
- leading, inspiring, etc.
- The head teacher should be a facilitator and coordinator of resource integration program. Head teachers must play a fundamental role in the development of integration programs of languages

- Head teachers can demand, support and coordinate all language policy developments of the school
- Facilitate transitions
- The head teacher can be the coordinator in facilitating and securing there will be cooperation, interaction, and dialogue among teaching staff
- Le chef d'établissement serait le coordinateur de l'équipe pédagogique et des activités, chargé du recrutement
- The head teacher encourages and motivates the team to cooperate in the first place
- Encourager la coopération avec et entre tous les enseignants
- Assurer l'inclusion de toutes les langues
- Encourager, motiver
- Faciliter, stimuler, légitimer, soutenir activement et concrètement, valoriser le développement de ces activités au sein de l'équipe
- Motiver les enseignants à collaborer plus dans des projets transdisciplinaires
- To encourage, to support, to enlighten and to help...
- The role must be supportive
- Motivating, promoting
- To promote, encourage and persuade staff that language education happens across the board at schools
- Améliorer la communication entre les enseignant-e-s de HSK et le reste du corps enseignant
- Sensibiliser les enseignant-e-s au côté linguistique de toutes les matières
- Raising awareness of the problem among the school community (teachers, parents and students).
- He/she should encourage all involved
- Facilitator, manager, support the idea within the team, make the whole endeavour a school project...
- Promoteur des projets de développement linguistique
- Promote and support cooperation between teachers
- Animateur du projet
- Soutien aux équipes

Aider à résoudre difficultés et conflits
- head teacher should also observe, if any difficulties come out and try to solve the problems
- assurer la resolution des conflits
- guide the staff when morale is low or problems present themselves
- soutenir toutes les activités des enseignants qui vont dans la direction de coopération d'un point de vue moral (surmonter des difficultés, continuer le projet etc.)

LEADERSHIP ORGANISATIONNEL

Citation
Afin de faire évoluer les équipes pédagogiques vers des communautés professionnelles d'apprenants (professional learning communities) qui mettent le développement des compétences langagières et communicatives au cœur de leurs préoccupations, le rôle du chef d'établissement est essentiel. Il doit orchestrer à la fois des mesures de développement de l'enseignement et des apprentissages (approche par compétences), de développement professionnel (formations) et de développement organisationnel (gestion de projets, communication et dialogue ...)

The head teachers role should be to guide and motivate the teachers through this challenge and to provide opportunities for dialog, training and support. Education is dynamic and is changing at an alarming

rate, head teachers need to spearpoint the efforts and facilitate the development of the language of schooling by fostering communication between language and subject teachers.

They should provide support to teachers dealing with children, with particular challenges in terms of language of schooling (be they migrants or coming from socio-economically disadvantaged families) offering them in service training opportunities and the possibility to discuss with colleagues

Encourager et faciliter le travail d'équipe par la mise en place de plage horaire de travail commun et en créant un climat serein et convivial dans son établissement et en rompant avec les distances hiérarchiques néfastes à la conduite d'un projet d'établissement

S/he should coordinate the efforts of the teachers and remove potential obstacles. It is also important to keep everybody motivated by setting manageable objectives, monitoring the process and giving constructive feed-back

To take an active role to change the school's approach to plurilingualism. They can: ■ facilitated collaboration between teachers as well as between schools (sharing of resources, collaborative development of materials) ■ designate responsible staff to maintain a positive attitude towards plurilingualism and sustain its development

Guider et contrôler le processus
- The head teacher should be leading all the system
- He should keep an eye on the whole project
- Lead and ensure implementation of whole school policies on supporting learners of the language of instruction
- The head teacher (and his team) could design a school structure promoting a whole-school cooperation e.g. distribute lessons accordingly, design a school profile
- Le chef d'établissement doit conduire tout le processus
- The head teacher should support and monitor the implementation of the whole-school approach to language learning
- Participer lui-même et concrètement à la mise en œuvre de ce projet
- Lead the process
- Monitor the process

Assurer les conditions organisationnelles
- First of all it's could be organizational, making policy how to realize this cooperation
- Start a policy development
- To initiate cooperation and development of school language policies and strategies
- As a team leader (and hopefully the head teacher should have such a qualitiy:-) his/her role would be to ''navigate'' the team - the school staff, but also to have in mind that he/she would need the ''target teacher group'' - associates/colleagues ready to do a lot and organise others as well
- Provide opportunities for teacher collaboration and shared projects.
- Giving organisational conditions
- Needs to be personally involved, not only in decision making but also in providing the means for the achievement of the objectives
- Make sure that the organization of school work enables whole-school cooperation (so that teachers are not left to themselves)
- Organiser le travail en équipe
- Plan and organise support measures and each teacher's role in them.
- Facilitating - time and organisational measures to enable all teachers to implement good practices.
- has the overview and controls everything

- To organise co-operation, to ensure implementation, to inform staff about results
- Explanation of the benefits of multilinguality in schooling
- Coordination (3)

Assurer les temps et les espaces pour la coopération
- The role of the head teachers is crucial in giving time and space for teachers' and teaching staffs' cooperation
- Structure timetable to fulfil the needs
- To ensure that all teachers have time and space to plan, assess and review
- Give time and space
- Provide time to supporting a specific school-wide initiative
- Give practical resources to the teachers (time).

Fournir moyens et ressources (rôle de gestion des moyens et ressources)
- Peut agir sur la dotation de l'Etat pour appuyer tel ou tel projet
- Ensure that an appropriate amount of the school budget is allocated to the provision of resources, etc. in order to enable the process to work effectively
- Rémunérer des heures complémentaires pour les enseignants et personnels qui s'investissent
- Should find the support from stakeholders
- Provide direct money to supporting a specific school-wide initiative
- Providing information and materials
- En dotant les équipes pédagogiques de moyens humains, logistiques, financiers et technologiques permettant de réaliser cette ambition
- Multilingual books in the library
- Be willing to buy in materials for pupils to work with
- Support with technically equiped classrooms (not all our classrooms have interactive boards)
- Providing materials for the teachers (2)

Promouvoir la formation du personnel

Citation
In the first instance in-service training would need to be provided for head teachers and school leaders in order to raise their awareness of issues relating to plurilingualism and how they impact on the student's learning and school experience. This will lead to increased levels of continuing professional development for the whole staff

- He/she should plan the training for the teaching staff
- Using the research outcomes to promote learning, organising professional development sessions with both short-terms and long- term goals
- Mise en place des formations professionnelles spéciales
- Organizing the teacher professional development in the school.
- Encourage their participation in CLIL courses
- Use staff meetings to provide training to teachers to raise awareness of the skills and competencies required by students, and strategies to support the development of this
- Investir dans la formation des enseignants
- Attend CPD themselves on this area, and ensure all staff have training in implementing additional language teaching approaches
- Promouvoir la formation de ses enseignants
- Provide professional training
- Encouraging professional development

- Concepteur de mesures de formation continue situées et ajustées aux besoins de l'établissement
- Proposition d'actions de formation de son équipe
- The head teacher needs to organize training of teachers
- Asking training for the staff on site
- Support teachers with further education in this field
- Organise training sessions
- Investir dans la formation des enseignants

Chercher la collaboration avec le monde de la recherche
- Research collaboration with universities
- Asking for counselling needed
- Demander un accompagnement (p.e. recherche qualitative ou quantitative)

Des suggestions pratiques
- Concevoir et réaliser un projet d'établissement
- Créer des départements de langues afin de participer à la collaboration entre les différentes matières linguistiques (langue de scolarisation, langues vivantes, langues classiques)
- Dissemination of examples of good practices
- Each class is divided into two or three groups in language lessons
- Students also have an ability to attend optional lessons.
- Mettre en place des points de repère pour les élèves (p.ex. mêmes symboles pour les stratégies de lecture dans toutes les matières)
- Lancer les projets
- Implementation into SQA (regular 3years planning for development of a school) and involve the SQA-team and the whole staff
- Ensure that sufficient meetings take place during the school year
- Soutenir toutes les activités des enseignants qui vont dans la direction de coopération d'un point de vue matériel (salles de Réunion, matériel à photocopier etc.)
- Fédérer les enseignants autour d'un projet visant la langue de scolarisation dans une perspective actionnelle, interdisciplinaire et débouchant sur une réalisation concrète à visée sociale (voir par ex. le projet Paroles d'Écoles à Toulon, France)
- Stress the importance and "encourage" colleagues to dedicate time to that issue. It could be a distinguishing factor when it comes to promotions etc.: If you want to move up you need to focus on the language of schooling etc.
- Créer les conditions matérielles pour que l'équipe puisse travailler
- Employ specialist teachers to support mainstream classroom teachers. Talk the talk and walk the walk
- Organizing and monitoring the team of teachers.
- Encouraging and supporting the staff to adopt new teaching techniques
- information sessions for teachers and parents on how/why multilingual students benefit
- information sessions for language acquisition
- Coordinateur de la production de matériaux plurilingues ajustés à l'enseignement de différentes matières
- Accompagnement à la mise en place de projets transdisciplinaires

CONDITIONS

Formation des chefs d'établissement
- It is important that we form educational leaders who are able to exercise leadership both with students and with other teachers

- we have had two successful projects in which head teachers followed training with the group of teachers of different subjects

DIFFICULTÉS

- Headteachers are not always aware of the role of language in learning. For example, most of them think the mother tongue teacher is the one who can - better than anyone else - teach the language of schooling to migrant students
- parfois les chefs d'établissement ne sont pas très coopératifs
- The head teacher plays a crucial role in this field. If s/he is not involved in that project it will be difficult to put it into practice

Q18 De quelle façon les parents d'élèves pourraient-ils contribuer ? Quels bénéfices pourraient-ils en tirer pour eux-mêmes et pour leurs enfants ?

Le contexte migratoire est le plus souvent évoqué.

Citation générale
The school community, the parent-teacher association and parents should all be informed of the concept and brought on board. Parents gain confidence to participate in school when they understand school practices and what is expected of them. As parents feel that their linguistic and heritage background is appreciated and valued in the school they are more likely to become involved in school activities and their children's experiences in school. In this regard using a tool like language descriptors can also be beneficial to parents, who can monitor and appreciate their children's progress in a very concrete and accessible way. In the Irish context many schools participate in a home/school liaison scheme. The scheme is targeted at students who are at risk of not reaching their potential in the educational system because of economic or social disadvantage. The aims of the liaison scheme are:

- To maximise the participation of the children in the learning process, in particular those who might be at risk of failure.
- To promote active co-operation between home, school and relevant community agencies in promoting the educational interests of the children.
- To raise awareness in parents of their own capacities to enhance their children's educational progress and to assist them in developing relevant skills.
- Thus, home/school liaison officers, with the relevant training, could facilitate parents involvement.

Importance des contributions des parents …
- Scientific research clearly indicates the correlation between educational success and parent-involvement.
- The family is a basic part of the education system. Complete education is supported by three bases: teachers, pupils and families. Nothing can be done without some of them.
- The role of the parents is extremely important
- The role of parents and their involvement is crucial in this context
- The potential is huge

… mais quelques difficultés
- However, often they don't have the skills.
- but parents usually aren't informed

Ce que parents et école peuvent faire ensemble
- Parents and teachers need a positive attitude towards each other.

- Des liens de confiance et d'estime réciproques entre parents et établissements scolaires créent un environnement propice à l'engagement de tous (élèves, parents, équipes éducatives)
- L'implication des parents d'élèves apporte des compétences linguistiques et culturelles dont l'équipe pédagogique pourrait ne pas disposer. Elle contribue également à l'intégration de ces familles et l'acceptation de la nouvelle culture scolaire.

Ce que les parents peuvent faire à la maison …

…… par rapport à l'école en général

Citations
Parents' interest and involvement in their children's education first of all motivate them. The parents can inspire their children, help them to set goals, and direct their interest towards educational success. Through their communication with their children in their daily life they can make learning part of their children's everyday experiences. They can support and practice their children learning from school. Parents and children's dialogue and interaction are dynamic: they learn from each other and about each other, which in turn strengthen their relationship and security together as a family.

It is fundamental that parents show a positive attitude towards the language shift from home to school. They have to be proud of the fact that their children will become bi/multilingual thanks to this language shift promoted by school. This kind of attitudes may have a positive impact on children's motivations when using a second/third language as language of schooling. These motivational aspects are especially crucial in the case of minority language-based schooling, given that the scarce social presence of these languages may affect their prestige in negative terms.

Les parents sont partenaires et membres de la communauté scolaire. Ils constituent un pilier essentiel dans le développement langagier, cognitif, affectif, social et physique de leur enfant.

- Les parents pourraient être des co-auteurs du processus d'apprentissage. **Les bénéfices** sont nombreux pour la psychologie des parents et de leurs enfants. Ils pourront ainsi développer leur estime de soi et leurs compétences plurilingues et pluriculturelles, facteurs de progrès.
- Parents can support their children in creating a learning friendly environment at home, showing interest in the children's learning, giving them a calm place to learn, a table or desk to write on and provide access to books and other learning materials
- They can provide a learning environment at home
- Parents comprehend the school's priority
- Show interest in their children's education even though they may not speak the language of schooling
- Ensure children attend school regularly
- Support the school
- Suivre l'apprentissage et l'intégration. **Benefices**: meilleur intégration de l'enfant dans le système du pays d'accueil
- Be open to innovative and cooperative practices
- Ils pourraient également encourager leurs enfants à mieux s'investir dans l'apprentissage.
- Parents also need to have access to the school system in order to understand the education system so as to be able to support children's education
- Plus de confiance dans la capacité de l'école à jouer un rôle intégrateur dans la société
- Stimuler la curiosité de l'enfant
- Convey message to their children that schooling is important
- Encourage their children, show interest in what's going on at school

- L'important est avant tout de s'intéresser à la scolarité de son enfant pour l'aider à s'engager dans cette scolarité (et à la réussir)
- Promote cognitive development and improve transfer to L2, L3 etc.
- En s'intéressant de près à la scolarisation de leurs enfants
- If they support their kids at home, it will be perfect
- Parents should also carry their responsibility in home-school cooperation
- Voyager

… pour développement langagier

Citation

Parents want by the very nature of their role the best for their children. If supported, they would be a great support for their children's learning. This is not necessarily only through reading books in the first language, but also through talking with their children about subjects, which are beyond the everyday talking. They can show interest to the subjects the child learns and encourage them by talking about, researching about these issues if they can. Sometimes it is enough if the grandmother tells and only tells stories to the child. To understand text structures, how a story is build up, etc. are these very important experiences the child can use independent of the language.

Parents can wear many hats depending on their own language proficiency. If they are fluent in the language of schooling they can support the education process in a direct manner. If they are less proficient they can support it by providing explanations and information in their own language, again this is connected to the complex language and cultural profiles of the 21st century learner.

- Parents need to engage their children in activities that foster their language development
- They can provide also access to media offering language showers
- Parents contribution can be the informal language development triggered by frequent and diversified daily conversation in whatever language is spoken at home; and the enhancing of language implied in all subjects during tutored homework.
- Any kind of meaning communication strengthens the child-parent-relationship and fosters language development.
- Some parents support their children with additional language courses, also they encourage their students to attend optional language lessons.
- Install educational, multilingual apps on the family computers/tablets

… par rapport à l'approche globale de l'apprentissage de la langue de scolarisation
- Parents should recognize the possibilities and the added value of such a project and the importance of languages in their children's lives. They decide on the future of their children, too.
- They need to realise how important their children's (language) education and have to be prepared to support their learning, thus increasing their own chances of participation in society and those of their children.
- Parents can contribute with their specific knowledge of language and culture. It will be **beneficial** to parents and children in increasing their self-esteem, they are recognized as belonging to the society where they live and can also contribute to enrich it.
- Make sure that kids watch high quality tv appropriate for the age of their children
- Parents can act as cultural brokers, helping the teacher understand the children's backgrounds and languages
- Expose the children to different language sources of knowledge and learning motivation
- Se montrer ouvert d'esprit vis-à-vis d'autres langues et cultures (éviter les jugements de valeur, décrire)
- Parents could mediate the role of the language of instruction to their children, encourage them

- It's also important for parents to get involved in their children's learning at school **Benefit** : if parents are involved in the chidren's learning at school, even though it may not be through the medium of the language of schooling, this will motivate students to persevere in school.

… par rapport à la L1

Citation
Les langues premières, parlées à la maison, sont constitutives du développement des compétences et de l'identité de l'enfant. Dans un milieu multilingue, comme au Luxembourg avec plus de 80 langues parlées à la maison, il est impossible d'assurer une prise en charge scolaire adéquate de toutes les langues. Leur développement se fait donc essentiellement à la maison.

It is important to encourage parents to speak in their L1 with their children so that these language skills, which form the basis of any further language development, can continue growing. **Benefit** : Acknowledging the value of everybody's L1 will help parents feel proud of their identity, will allow them to build strong relationships with their children in their L1, and avoids a generation gap that is also a language gap.

- Supporting the 1st language (awareness of the importance and meaningful input trough reading, telling stories, subject-related book)
- Parents can contribute by ensuring that conversations take place at home - in the first language of the family - in relation to what is happening in school and in the classroom
- Parents can give meaningful input in the 1st language (showing picture books, telling stories, reading stories) and, if possible, supply also subject-centered books in the first language.
- Speaking L1 at home.
- Parents to continue to speak to their children in the language of the home to bed down that language
- Involvement with homework which, even if parents do not have knowledge of the L2(?), can still be supported with discussions in L1
- Parents are the first language teachers of their children
- Provide for first language input to their children
- Ensure the first language is well developed
- Share their knowledge of their language
- If they don't speak the language of schooling or don't feel comfortable with it, they can support their children by reading to them in their own language, telling them stories, singing songs with them and creating a language friendly and rich environment
- Promote understanding of their language and culture, provided these are viewed positively by the dominant culture
- Continue to speak home language in the home; provide sample phrases to the school to support newly arrived students, participate in school activities and then talk about them at home with the child; provide feedback on school wide initiatives
- Not knowing the language of schooling doesn't mean that they cannot talk about what children are learning with them - in their L1
- Les parents pourraient améliorer la qualité de la langue respective (?) ; le jeune public apprend plus facilement que les adultes une langue étrangère, la maîtrise de deux langues les aiderait plus tard à apprendre une nouvelle langue étrangère et à comprendre les gens qui appartiennent à une autre culture que la sienne. Ils se rendront compte que la même situation pourrait être comprise de manière différente dans des cultures/langues différentes.

… pour la L2
- Ils pourraient encourager l'intérêt de leurs enfants pour la langue de scolarisation et pour d'autres cultures, leur montrer qu'ils apprécient leur effort d'apprendre une nouvelle langue, les amener à

des événements culturels comprenant la danse, la musique ou même la gastronomie du pays dont ils apprennent la langue
- Ils pourraient leur procurer des livres, des cassettes vidéo et des cassettes
- S'ils connaissent la langue de scolarisation, ils peuvent lire pour les enfants ou leur faire apprendre des mots nouveaux d'une manière ludique
- They should support their development in the language of schooling if different.
- Parents' should understand that the L1 is important even though the language of schooling is that, too.

… en apprenant la L2 eux-mêmes
- They can do so also learning the new language along with their children, (**benefit**) showing them the importance of language for social inclusion, but this should not be done at the expense of the mother tongue
- I feel it's certainly benificial if they also learn the teaching language.
- They can learn to read and write in the new language and adapt better into the new society
- They should themselves learn the host country's language (**benefit**) to be able to support their children with their homework.
- They might consider undertaking a language class in order (**benefit**) to support their child's learning
- In case the parents are ready to learn the language of schooling together with their child(ren).
- Learn the language of schooling themselves so (**benefits**) that they may become more active in participating in school life for the sake of their children, and for understanding and building bridges between the two cultures for their children

… pour les langues étrangères
- encourager leurs enfants dans l'apprentissage des langues étrangères
- they should support their development f they are able to do so, as well as in additional languages.

… par rapport à littératie
- Supporting socializing their children into literacy
- The can provide children with literacy experiences in home situations
- L1 literacy
- Read to their children, talk around the text, using their mother tongue, especially at pre-kindergarten and kindergarten level as this will raise general literacies

Ce que les parents peuvent faire dans le contexte scolaire

Citation
Ideally they should seek contact with the school and the teachers but also with fellow parents in order to exchange views and obtain information on the programmes, the projects and school life in general as well as getting to know the families their children's schoolmates and friends come from Benefit: This will strengthen the parent-child relationship and also facilitate communication about other educational issues, especially later on when children enter the period of adolescence. It can also be useful for getting to know better the future options for their children's school and/or professional career and provide closer relations to the community at large.

Les parents d'élèves immigrants ou allophones doivent être accueillis, informés dans leur langue, avec l'aide d'interprètes si nécessaire, connaitre les résultats des évaluations de leur(s) enfant(s), être associé au projet personnalisé de l'élève et au contrat pédagogique s'il existe. Ensuite, ils peuvent invités aux événements, associés aux projets culturels ou pédagogiques, apporter leurs compétences professionnelles, culturelles, savoir-faire et largement contribuer aux projets éducatifs. Par exemple contribuer à élaborer des documents ressources dans leur langue, des informations sur les cultures éducatives de leur pays, etc.

Ils sont invités à particiler, s'impliquer aux instances consultatives ou de décision : conseils d'établissements ou autres... Ils tirent de ces activités des bénéfices d'intégration/inclusion, perfectionnent leurs compétences langagières, professionnelles et relationnelles et contribuent à la bonne ambiance, à la qualité et l'efficacité de l'établissement.

En intervenant au sein de l'établissement, pour présenter leur langue et culture lors d'événements spécifiques. En intervenant au sein des classes (en collaboration avec l'enseignant) pour des activités d'éveil aux langues ou d'approches plurielles, de manière plus générale. En participant à des groupes de discussion thématiques.

Bénéfices pour les parents
- meilleure connaissance du pays d'accueil et de l'institution scolaire
- valorisation de leur langue et culture d'origine
- contacts avec la langue du pays d'accueil facilitant son acquisition
- inclusion dans la communauté locale

Bénéfices pour leurs enfants (élèves allophones) :
- fierté de voir leurs parents intégrés
- participation plus active à la vie de l'établissement
- valorisation de leur langue et culture d'origine
- inclusion facilitée lorsque les parents comprennent mieux le système éducatif

Bénéfices pour les autres acteurs de l'établissement et les élèves non allophones
- meilleure connaissance d'autres langues et cultures
- développement de leurs propres compétences plurilingues
- ouverture à l'Autre : lutte contre la xénophobie
- climat scolaire apaisé, favorable aux apprentissages

Tâches traditionnelles
- Being in contact with the teachers and giving feedback to and getting feedback from the teachers
- La contribution des parents viserait d'abord la participation aux rencontres de l'équipe pédagogique
- Ils pourraient s'exprimer par rapport à leurs craintes, leurs espoirs et leurs convictions (théories subjectives) et apprendre eux-mêmes beaucoup
- Parents can play a role within the school if they are on the level and if they are introduced to the school's principles. Otherwise parents should not interfere.
- They can request the support of the administration

Soutien à l'école
- Parents can be a support system for all school work
- They can express their commitment to the plan in the school board
- Si possible, ils pourraient offrir du soutien financier
- They may contribute some amount of money for the development of the schools language policy

Participation dans les activités scolaires
- Participer à la vie scolaire et apporter leur culture à la classe (p.ex. par la lecture d'un album dans leur L1)
- Parents can promote their children taking part in extracurricular activities in the school language such as sport clubs, music bands etc.
- They should participate the activities and support schools' effort to maintain and develop linguistic diversity if possible

- Parents should take part to be able to help their children at home (doing homework, study, acculturation, …)
- Participer à des activités scolaires et extrascolaires relatives à l'éducation aux langues
- Les parents doivent participer aux activités de l'école
- They could also take more active role by taking part in workshops organized by the school/teachers/head teacher
- They can also be involved in classroom activities, displaying and provide a range of resources in their home language
- They can participate with co-projected actions to Language awareness and intercultural activities - see http://parents.ecml.at. Benefit Their involvement will enhance both pluralistic education and self-confidence for all the students
- Les parents d'élèves peuvent s'impliquer dans les projets de l'école et eux-mêmes peuvent bénéficier d'apprendre plus rapide et mieux, de se dévelper
- There are many kinds of parents 'contributions: they can be involved in participation of some projects, they can be only present, support, and even more, motivate their children during some projects and etc.
- They can also give useful links to other groups to work with, however, I think it is important for these pupils to have a space where they can be themselves, speak their own language and relax, so on the whole I think the input for learning in this way should happen outside the home
- Participer aux activités de l'école: réunions de parents, fêtes, activités culturelles
- To be involved, to cooperate
- Parents could be invited for class-lessons or give students the possibility to organize a trip to their working place. Parents could also prepare an advert- presentation for school about their hobby/work etc

Apports spécifiques
- Parents can help with translations, show casing their country's traditions and culture and by simply showing they are willing to participate in the school's curricular decisions
- Parents could encourage linguistically weaker and/or shy students to be more active, i.e. it is an opportunity for them to take an active part in such lessons. **Benefit for the pupils**: it promotes equality – all the students have to be equally involved and there is no discrimination for non-native students. It will help the students empowering them with the relevant skills and knowledge for the future. Students gain the required skills and competences for a successful career as we are able to collaborate with the local area companies, banks, and similar institutions where students can do work experience/internship.
- Ils pourraient organiser des cours de la/des langue(s) dite(s) "d'origine" ouverts à la communauté scolaire, pour faire connaitre leurs connaissances et se voir reconnus dans leurs compétences langagières et interculturelles. Les bénéfices sont énormes : la valorisation personnelle, familiale et sociale; le développement du dialogue interculturel; la reconnaissance de la valeur de la/des langue(s) d'origine; le développement des compétences dans la langue de scolarisation
- Facilitating language exchange program/penpals with other languages and countries - with online connections, this is possible.
- Parent support groups sharing with same languages as well as with school language speakers to grow multilingual community.
- Ils pourraient apporter des documents dans la/les langue(s) dite(s) "d'origine", pour faciliter l'appréhension bilingue/plurilingue des contenus disciplinaires
- At pre-primary & primary school = parents could lead language classes and interactive story time, teaching a favorite word, sharing about an important holiday/festival

Médiation
- The parents can be role models for other parents from a migrant background in showcasing and encouraging examples of parental involvement in schools, something that we have seen happen in Malta in some schools and the results of which are beneficial not only to the migrant learners and their families but also to the hosting community
- The parents could form a network of support for the parents of children whose first language is different from the language of schooling, explaining the newcomers how the school works, what are the rules and procedures as well as the tidbits of everyday school life.
- Depending on their language skills, they can mediate with other parents.
- Parents can mediate between school results and processes in the past and the situation the child is in when arriving in new country
- They can make explicit time and ressources constraints that may exist outside schools and help understand and resolve some intercultural issues (in the way they relate to schooling for example)

Ce que l'école peut faire envers les parents

Citations

Parents can become involved with the school. Many of the parents of the students in this group come from cultures where the school or teacher has all the authority. But here in Norway we strive for good home-school communication, and we wish for the parents to understand that their input is valued, as is the input of the student him/herself. **Benefit:** When students see that they have support both from their school and their home, they will hopefully feel more secure, possibly even more motivated. The parents will become a bit more integrated into Norwegian culture, and hopefully gain understanding of some of the cultural differences between their home and adopted cultures, and learn how to negotiate such differences.

Il est essentiel que les écoles soutiennent les parents dans leurs efforts d'une part par la valorisation des langues maternelles à l'école et d'autre part par la possibilité offerte aux enfants de s'exprimer en cas de besoin dans leur langue maternelle au sein de la classe. En ce faisant, les parents se sentent également valorisés dans leur rôle comme modèle du développement langagier des enfants et comme véritable partenaire de l'école

Obviously they should be invited to join discussions and planning sessions where a school is working on its whole-school approach. They need information to be sent home (via net if feasible) to them to study and to discuss with their children. Obviously, there is a need for information in their own languages too, maybe even some kind of consultants to go the homes of immigrant-background kids - and obviously somebody should finance this kind of activity. Maybe parents' associations can help, maybe the teachers' associations... and voluntary activists -whom we have seen to appear in quite some numbers after the refugee crisis started.

Partnerships with parents too often take on a custodial or supervisory role. Familiarity with the strengths and talents of parents will turn custodial roles into learning experiences where parents are given a real voice, share their "funds of knowledge" and extend the learning of the children.

Soutenir / encourager / rassurer
- Parents need a specific school support for the enhancing of language implied in all subjects during tutored homework
- They should be encouraged to attend regular parent-teacher meetings in order to be kept up-to-date with their child's progress
- En les rassurant sur leurs compétences linguistiques quand bien même elles seraient éloignées de celles immédiatement visées par l'école (voir à ce sujet le projet IPEPI/CARAP Parents) : en effet

certains parents (notamment issus de la migration) ne se sentent pas aptes à soutenir leurs enfants dans leur scolarité.

Informer / impliquer

- We need the families of students are involved in programs designed. We need to design strategies for this purpose
- Involvement of parents in schools through close collaboration with the teacher as well as with other stakeholders such as community liaison persons will help.
- Parents want to be informed and involved and it would be **beneficial** for both them and their children to get involved in the common activities. This should not only support activating of translanguing processes but is also important for the childrens`identity and self-esteem
- On devrait leur faire comprendre que parler certaines langues n'est pas une honte et qu'on valorise leur culture (**benefit**)
- **Benefit** : For sure, parent involvement raises the level of integration and engagement among both parents and children.
- En impliquant les parents dans les activités linguistiques et culturelles
- En leur confiant des missions dans le projet (voir par ex. les Sacs d'histoires impliquant les parents dans le travail de traduction - orale et/ou écrite - des albums)
- Parents should participate in the selection of school contents, for exemple, or the general pedagogical approach debate whenever an education reform is carried on.
- Supporting, involving. **Bénéfice**: it is good for better inclusion
- Teachers and head masters should find the ways to involve parents in their children's education
- The school website should have a space devoted to parents where activities should be promoted, opinions given, etc.
- Parents should be mainly involved in home-support for secondary pupils.
- Involving parents in the organisation of a whole-school approach is done in "resonance group" sessions.
- It is always beneficial for parents to be invited into the school and to welcome their input and to discuss with them what they find difficult and to give their ideas for improvement.
- they should be given space in school to make presentations about the L1 or read in L1 etc.
- A whole-school language of schooling project should include parents as they could benefit themselves from the process and the results of a project like this.

Exemples d'activités

- certaines activités fédératrice " journée de l'école, fancy-fair, spectacles : musicaux, artistiques, danses" ateliers de cuisine devraient pourvoir être ponctuellement menées dans différentes langues et permettre à chacun d'aller à la rencontre de la culture de l'autre en passant par le socio-culturel
- Dans certains établissements, des activités de valorisation de l'interculturalité sont organisées et le rôle principal est attribué aux parents.
- Il y a aussi des établissements qui organisent des classes pour parents et enfants dans le sens de leur donner une formation commune de communication da la langue de scolarisation et pour les intégrer dans la communauté.
- Activities like study visits, reading activities, sharing displays from L2 country, making connections to L2 area etc
- In my country parents very often "studying" parallely with their children, especially in primary school and their role is huge really. **Benefit** : It can rise parents awareness and consequently helps the children to have a success in learning.

Créer des associations de parents

- Parents Associations should be involved in designing the national strategy. The members of the Parents Councils in schools should be involved in the implementation of the whole-school approach to language learning.
- Every school is different but the first thing that parents should have is an association that should work together with the teaching staff

PROJETS DU CELV

- Le projet IPEPI du CELV l'a montré de façon détaillée et convaincante

Q19 Indiquer les étapes nécessaires pour arriver à une telle collaboration (vous pouvez inclure aussi des mesures de type organisationnel telles que définition de rôles, temps, espace disponible…)

Most answers proposed a more or less classical school development / innovation process which I took as the „backbone" of the answers. I the added additional ideas plans and hints to the different steps of the school innovation process.

Additional remarks, hints, ideas,	Communication with all stakeholders & project environment	**Classical school inn ovation planning:**		Additional remarks, hints, ideas,
integrate parents, communities, develop a whole school language policy analyse the capacity in human resources (also in terms of quality) convince teachers, parents, head-teachers create enthusiasm, motivation		• Develop a vision, a policy • Evaluate status quo • Make needs analyses (of different kinds) • Communicate with different stakeholders • Awareness raising		Create presentation video of the project analysis of […] big picture of what can be the objective provide interpretation where necessary (parents) Official/national strategy and top down support needed
Transparency of goals ; which difficulties could arise? School curricula could possibly be adapted to new goal respect different cultures, habits, attitudes of students (and others) involved in your analyses; describe the linguistic diversity found in school Advocate whole-school approach Use materials, resources, information from CoE and ECML		• Plan a (school) project on the implementation of LangEd (contents, timeframe; persons involved, formats for communication, exchange and planning, resources,)		Collaboration with other schools; use of existing partnerships use macro- meso- and micro planning levels Make plans easily visible; inform involved teachers/ persons who might NOT be part of the LangED project Language and subject teachers attend each other classes (learn from each other) Give yourself time for progress!
Investigate all forms of teacher education and professional development Offer training on methods and didactics but also on cultural aspects and project management Teacher education on the assets of plurilingualism		• Recruit collaborative human resources (head teachers; school administrators; parents; members of students'-L1-communities; …)		Use consultants wherever possible

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Additional remarks, hints, ideas,		**Classical school innovation planning:**		Additional remarks, hints, ideas,
Put up (virtual) resource bases (e.g. materials bank)		Distribute roles and responsibilities, eg.: • Organisation of timetable(s) • Materials • Teaching methods, didactics, • Collaboration of stakeholders (teachers, headteachers, community, parents, students, politicians, …) • Communication		Distribute tasks within the teachers' working time Develop language as well as content objectives for teaching
		• Start implementation		
Use action research methods for evaluation Share examples of good practice Recognise the language learning experiences oft he students		• Evaluate first period of implementation		Devise pedagogical guidelines for future teachers Devise language competence descriptors for learners
		• Revise plans programmes, materials, ..		
		• Start a second round of implementation		
		•		

Q20 Avez-vous des exemples de collaborations réussies de ce type dans votre pays à nous signaler ? Si oui, pouvez-vous en faire un bref résumé

À cette question, les répondants ont fourni des descriptions de projets divers autour des thématiques suivantes :

- whole school support to language of schooling (10)
- bilingual education (10)
- multilingual education (6)
- élèves migrants (6)
- CLIL (5)
- collaboration université et écoles (4)
- formation (2)
- projets divers (10)
- non specifies (5)
- autres (1)

NB : les codes sont ici retenus pour repérer plus facilement les projets qui pourraient donner lieu à des études de cas

WHOLE SCHOOL SUPPORT TO LANGUAGE OF SCHOOLING

53201332	At my school we are trying to help parents voice their opinions and concerns while their expertise is being solicited in order to promote collegiality within the school itself.
53168716	one of the Austrian schools shows some aspects of a model: NMS (secondary school 10-14)
53091422	Yes, I am currently working with a few schools who have prioritised the language of schooling as their school priority: 1. I act as the person 'steering' the process 2. I work closely with the language-department and head-teacher in developing this 3. the language-department works with all subject-teachers at staff-meetings 4. Regular staff-meetings monitor and evaluate progress
53084879	New Middle School: each school has regular, compulsory meetings of all staff teaching a particular grade. Some NMS have team teaching in the main subjects between an AHS and NMS-teacher (German, English, Maths); There is a school network of schools of all types (primary, secondary modern/NMS, AHS) called voXmi in which schools have declared their will to work towards intercultural understanding, language development in all fields and digital media literacy. (www.voxmi.at)
53079607	http://scoilbhridec.ie/letter-by-principal-deirdre-kirwan-printed-in-the-irish-times/ Dierdre Kirwan's school is an example of best practice.
53059005	A number of schools in Austria especially in Lower Austria but also in other regions participate in a movement called "Schule im Aufbruch" (School on the move) which tries to change the atmosphere in schools, to provide more open learning spaces, to adapt the existing structures to a more child-centered learning environment and also to involve the parents in a more effective way. Even though their direct focus is not on plurilingualism or pluriculturalism, by creating a climate open to diversity they also foster closer cooperation and language learning. There are also a number of other schools trying to foster cooperation amongst different stakeholders but they are often single projects that have no real effect outside their own sphere of activity.
53037597	There are several models to be mentioned, for example the professional development sessions about the learning for newly arrived students using the whole-school approach (they were organised by the state, conducted by the universities and conditined by a school team consisting of the different experts attending the sessions : L1 och L2 teachers, subject teacher, headmaster, student health representative etc.).
52969274	Yes. In the new school reform we are carrying on (called PERMSEA, now in secondary education) we have stablished two lective times a week (5h each other=10h/week) in which students are proposed a complex global situation. Each of these two complex global situations is carried out by the experimental sciences teachers or the social sciences teacher, but there are also other subjects workshops (languages included) which apport all resources students need to solve the complex global situations. These global complex situations give much more significance to the students learning process and motivate teachers' cooperation. Another succesful initiative is what we call the "School day issue", in which school subject time distribution is broken down to benefit coworking of areas to deal with a social interesting issue (ex. "Traditions"; "Multiculturality", "Health", etc.).

52571715	The school Jesuits reform in Spain is following this way. You can have a look at this article in El Pais newspaper http://elpais.com/elpais/2015/03/31/inenglish/1427804028_857066.html There many other public and private schools that started to innovated deeply in Catalonia and Spain
52351973	We happen to have a repertoire of whole-school language materials with many lessons amounting to some thousand pages ready to use. Although the web page is in Spanish, the materials are in various languages. They can all be found in this website. http://www.juntadeandalucia.es/educacion/webportal/web/portal-de-plurilinguismo We would be honored to walk those interested through the contents of this repertoire of lessons. We have also helped develop whole-school language plans like the one in this site: https://proyectolinguisticomirador.wikispaces.com/

BILINGUAL EDUCATION

53178040	Yes. In our school (The Secondary school of Economics), Name and address: ŠOLSKI CENTER NOVA GORICA, SREDNJA EKONOMSKA IN TRGOVSKA ŠOLA, Cankarjeva ulica 10, 5000 Nova Gorica. Ours is a bilingual educational approach in which the study of content subject is combined with the use and learning of FL1 and FL2 for 15 to 18 year-olds. What to achieve with our way: • to motivate students: content subject teachers are able to promote their subject learning through English and Italian (or any other foreign language) • to speed up learning a foreign language (in our case: English/ Italian) • to be able to use English/ Italian fluently and easily (a very important skill for students) • to prepare students to act on the international level • to develop good communication skills - to make students more active during school lessons - to make students interested and involved them in world's happening, breaking news in economic issue Aims: • students need FL (in our school: English and Italian) to equally participate in the European community to be able to communicate while travelling, studying or doing business abroad • self-confident students use a foreign language as a content learning tool /medium • students are aware of how important learning a foreign language is to be able to analyse problems or challenges from different perspectives and to evaluate them What have we been doing? • A bilingual educational approach in which the study of the content subject is combined with the use and learning of FL1 and FL2 in 3rd, 4th year of the Secondary school of Economics - Commercial course as well as in 1st , 2nd and 3rd year of vocational school (the Secretarial course and the Course for Shop assistants) • It started as a new school practice from bottom- up and top down. It has been a long process. • All lessons are taught through team teaching and collaborative planning of FL1/FL2 teacher and a content subject teacher - Lessons are timetabled and all classes in the school are equaly involved (one period per class per week) - we have team teaching of foreing language and content subjects (economy, marketing, marketing communication, statistics, entrepreneurship...) from 2010; this is the priority of the school; we have nine permanent team teacers (18 teachers) Last year we also made a pilot project: team teaching of content subject and language of the subject in project work for tourism.
53170288	Yes, in fact I can mention at least two high schools in my community which directives could bring interesting ideas to our issue. In one of them, (from the world

	heritage city of Cáceres) the head teacher has been for seventeen years exchanging pupils, ideas and knowledges with a French high school in Colomiers. In the other one, from a little village and with an important number of pupils from rural areas, they develop a bilingual program where besides offering Portuguese as a second foreign language. They also have a program whereby all documents are delivered to students are in their first language facilitating the integration of all students.
53143675	Basque-medium schools run by parents' associations (the so called "Ikastolak") established in 2002 a ground-breaking project referred as "school's language project": http://www.ikastola.eus/sites/default/files/page/5167/file/The%20Ikastola%20Language%20Project.pdf Language projects constitute the framework to manage the promotion and use of languages in the whole school context by taking into account not only the classroom but also other school spaces of language socialisation.
53141186	Very briefly: One primary school in Malta has a high intake of migrant learners arriving at different time during the scholastic year. The cohort of learners is multi-national. Three classes were set up with language support teachers in order to implement an induction course of roughly one scholastic year in order to prepare those learners who cannot communicate in both the languages of instruction in Malta i.e. Maltese and English, before they access mainstream education. The Head teacher had a very clear vision from the start for these classes and physically placed these classes in the midst of the mainstream classes. During the year these classes worked with the mainstream ones on certain activities and regularly presented their work to the whole school. The parents were a valued asset in the school and collaborated extensively both with the class teacher and with the school in general. They also encouraged other parents to get involved in the school events and set up multicultural events as awareness building for the school community. Other schools have migrant parents on school councils or as subcommittee of these councils while yet another school has one of the teachers who is a community leader of one of the ethnic groups in the locality. Many models exist. The success of these models is determined by the actions that the whole school community takes according to the felt needs of the cohort.
52979271	Although a very special (and possibly elitist) case, the European School approach is an interesting model. Different linguistic sections coexist in the same school, with children of different sections often mixing for classes in their second/aditional language
52959688	The school where I now work is a bilingual school where this is a very important issue. We are also partners in an international project with a school in Norway where they provide a year of education in the language of schooling to learners before they are mainstreamed. We are working cooperatively to share ideas and evaluate both programs.
52917143	Bilingual Secondary school Nr 96 and Latvian Secondary school 69 /this cooperation was a long time ago when I worked with primary school children
53022720	Our school, in the same way as other schools in Latvia, implements a bilingual system of education. The school has an accredited educational program, which we are sharing with you using the following link: http://34vsk.lv/files/Programma/1-9klprogr.pdf. A part of subjects are taught in Latvian (state language), the second

	part - bilingually and the third part - in native language (Russian) and we successfully implement the English language into the process of education. This is a step-by-step process.
52509118	I would say that the whole context of bilingual education in Malta is quite unique. It has had its successes, and there are several examples of good practice that can be useful to others, as well as a body of growing research highlighting good practices. Most of these have been published in academic journals and books and the list is too long to mention here. In a nutshell classroom research has shown again and again that utilising all the linguistic resources of the learners is a most positive thing. Then there are examples of how individual schools have tried to implement specific policies - a few with success, while others have failed and this brought them to a new understanding of issues.
52440709	Bilingual stream at pre-academic and higher general education classes may function as an approach model. For a rough outline please e-mail: cba@zsc.nl.

MULTILINGUAL EDUCATION

52941517	QUIMS Qualität in multikulturellen Schulen (Claudio Nodari, Kanton Zürich). Mieux qu'un résumé, voici un lien: http://www.vsa.zh.ch/internet/bildungsdirektion/vsa/de/schulbetrieb_und_unterricht/qualitaet_multikulturelle_schulen_quims/_jcr_content/contentPar/downloadlist_1/downloaditems/751_1289910204702.spooler.download.1391004217588.pdf/quims_handreichung.pdf
52909983	The plan "Educazione linguistica e letteraria in un'ottica plurilingue" http://www.scuolavalore.indire.it/superguida/plurilingue/ shows many examples of good practice.
52443549	At the present I am not aware of any school engaging fully with this model. However we are hosting a Supporting Multilingual Classrooms Workshops in June. We are delighted to have a number of teams of teachers and principals form second level Irish schools attending the workshop and hope that following that we can engage with a number of schools to develop a strategy that could be used as model for other schools.
52379925	I am currently working in a school where multilingual pedagogy lives! The principal is a role model, the teachers are "professionally curious", the children are supporting newcomers from Syria in moving and humbling ways.
52912063	No, as currently I live and teach abroad. But I have the every-day practice of my son who changed his language of schooling quite successfully, as was aware and prepared. Currently, at the age of 11 he studies the subjects of school and those of his own interest in 3 languages (English, Russian, Armenian) and learns 2 more languages: French and Arabic. Of course, the factor of a professional parent is present.

ELEVES MIGRANTS

53315721	Comme enseignant chercheur, j'ai pu accompagner et voir évoluer des dispositifs d'accueil et de scolarisation dans plusieurs établissements français de régions différentes. Dans ces dispositifs, qui présentaient des organisations variées : classes d'accueil, groupes de niveau, paliers d'intégration en classes ordinaires, inclusion en classes ordinaires avec cours de FLS intensifs, évolutifs, il est visible que la réussite était liée à la qualité de l'accueil des nouveaux arrivants, à la bonne coordination de l'équipe pédagogique, au rôle incitatif et de soutien joué par le chef d'établissement, mais aussi à l'ouverture aux parents et aux relations régulières avec les parents d'élèves et aux partenariats avec les associations culturelles ou de quartier aidant les élèves après l'école.
53037597	There is also example of the initial assessment or screening tests in different subjects where the language assistant, L2 teachers and subject teacher cooperate in order to assess the knowledge and skills which the newly arrived students have when starting their education in Sweden. Developing of this, nationally used mapping material, has been followed by the webcourse displaying the examples of good practice helping the teachers to get a deeper understanding of how to organise, plan and plan for teaching of the migrant students.
52973949	Mon université collabore avec une école qui accueille les enfants migrants. Les enseignants participent dans des formations et je travaille comme formatrice et enseignante avec les enfants migrants qui ont besoin de soutien scolaire en langue de scolarisation
52705397	there is one primary school in Slovenia wich is taking care of some migrants children and is very successful by solving problems related to this and including those children to the every day live
52254075	No I don't, we just started at our school (a special language school for newly arrived migrant children, they come here for a year). I made some recommendations to our principal about language awareness and how to use L1, then I gave a presentation to our team and now they know it is OK to stimulate the use of L1 and we are going to share our lessons and ideas. A commission is thinking about how to involve parents (how to inform them how they should handle the L1 at home, but also how to get them involved in school) and later we will make a commission or assign a coordinator to make sure everybody understands how to handle and make it a core feature of our school. We have also started to make explicit language policy, but that is in the making. There is a think tank of Dutch and Flemish participants already thing about this, to implement it more wide spread in the NL.
52198403	At my school immigrant pupils can join a three level Norwegian for beginners programme that they can work through. On completion they should be able to follow normal teaching in Norwegian. This programme is a pilot programme this year.

CLIL

53137872	Excepté dans les écoles qui ont adoptés un projet CLIL/EMILE, hélas pas encore vraiment, la prise de conscience émerge peu à peu et les initiatives sont ponctuelles dépendant du bon vouloir des uns et des autres
52923414	Schools that have adopted the CLIL approach in respect of English as an additional language.

52915075	Some CLIL schools in Belgium can be good examples...
52765242	Content and Language Integrated Learning (CLIL) by cooperative teaching of part of school subjects in English by both the language teacher and the subject teacher, which makes use of authentic material, develops learners' language skills, connects school life to real world and creates opportunities for students.
52707782	Our school's language of schooling is Lithuanian and all our students' first language is Lithuanian. We offer quite a number of CLIL lessons to the students of our national programme (German-Lithuanian, English-Lithuanian of different subjects). Alongside our national programme since 2013 we have been offering International Baccalaureate diploma program whose language of instruction is English except for the Lithuanian Literature subject. We developed a language policy stating that subject teachers provide additional help with the language of their subjects throughout the year. Teachers have main vocabulary lists that help students quicker get indulged into the content instead of struggling with the language. Also, when a teacher becomes aware that students encounter difficulties in understanding the content due to a complicated language, the teachers uses Lithuanian to explain complex ideas and topics and then again switches to English. Though it is time consuming, but it is necessary because all the tests and exams are in English and language is of paramount importance in exchanging knowledge as well as in delivering content in exams.

COLLABORATION UNIVERSITE ET ECOLES

53147194	In Iceland some research have shown that students who reported to have been successful in their schooling had teachers who were reflexive in their methods of teaching and provided them with a safe, secure, respectful, empowering, inclusive, challenging learning environment through establishing partnership and engaged in dialogues with their students.
52973949	Mon université collabore avec une école qui accueille les enfants migrants. Les enseignants participent dans des formations et je travaille comme formatrice et enseignante avec les enfants migrants qui ont besoin de soutien scolaire en langue de scolarisation
52838851	Yes, there are some developed projects which involve cooperation between the University of Aveiro and some schools. While the projects are running and conducted in cooperation with the members of the university the results are encouraging. Then when the projects finish the knowledge constructed and developed practices seem to fade away. And if the teacher involved leave the school, those kind of practices disappear.
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FORMATION

53123102	No models but reports on some attempts how to deal with this issue can be collected. A teacher training project f. ex. where subject teachers are offered instruction in a language they do not master in order to reflect on how their pupils feel and react in such classroom situation.
53102017	(FOS) Je m`occupe de la formation des futurs enseignants du français langue étrangère et ma spécialisation et le français sur objectifs spécifiques, le français de spécialité des disciplines. J`ai animé des formations en langues de spécialité pour les futurs enseignants de langue mais pas pour les enseignants des disciplines. On n'a pas eu une demande de la part des établissement scolaires.

PROJETS DIVERS

53177620	I have been involved in a European project (TeL4ELE: Teacher Learning for European Literacy Education tel4ele.eu, 2011-13), focused on the language of the different school subjects, which has continued in some schools. The structure of the collaboration is what I sketched in 19.
53176992	Intégration de parents dans les classes pour lire des contes dans leur langue première. Éveil aux langues. Présentation de leur culture, de leur langue, de leur pays. Participation à l'organisation de fêtes interculturelles.
53173218	We have good examples in my school of that type of work in a school project sponsored by one of EU programs. It was from different clubs for children of different origin, where children could learn, dance and even cook together. Parents were involved as well and the whole teaching staff got through training courses.
53049303	cours pour parents et enfants; fête des langues (langue de scolarisation et langues d'origine) et des cultures
53023474	Through Global Futures we have lead MFL schools who are developing case studies to inform future development. The programme is too early (launched October 2015) to provide the case studies now but will be able to provide some in the future.
52965361	Exemple: Sac d'histoires au Luxembourg. L'objectif de ce projet est d'encourager la pratique de la lecture en langue maternelle dans les familles et d'assurer par là des moments privilégiés d'échange entre les parents et leur enfant. En plus, il s'agit de favoriser le lien famille-école en soutenant et en encourageant des activités communes entre parents et enfants en langue familiale. Internet: https://portal.education.lu/inno/PROJETS/ArtMID/2494/ArticleID/311/Sacs-dhistoires
52969316	oui : - le projet Paroles d'Écoles conduit à Toulon (France) depuis 2011 avec des élèves d'écoles Primaire et de Collège : projet centré sur la réalisation d'émissions radiophoniques diffusées sur une radio locale de grande écoute - le Projet radio du Collège Rosa Parks (Rennes, France); - les projets alliant pratiques de création et apprentissage de la langue de scolarisation pour élèves allophones nouvellement arrivés en France au Collège de la Belle de Mai (Marseille, France); - projet slam ("Soleils Nègres") conduit dans un lycée professionnel de Marseille visant apprentissage de la langue de scolarisation, littérature, histoire et géographie
52974525	Le plus connu est probablement le célèbre "Projet Radio" mené à Toulon par C. Manchet et accompagné par S. Clerc (du projet IPEPI) qui a été plusieurs fois primé et qui a fait l'objet d'un livre paru début 2016 en Belgique.

52734828	The Didenheim project in Alsace
52713465	I know Andrea Young and Christine Helot conducted a successful school education project for a school that was experiencing bullying, and a negative campus atmosphere, and through involving parents and after school or weekend language classes and sharing of cultural aspects of the community, this was improved... I believe however, that this was short-lived, as the inspector at the regional level did not share the beneficial view of the activities...

Non spécifiés

53177399	Yes, there are plenty of good practices.
53025279	I know there are several but my knowledge of them is not sufficient to present them here.
52754959	Yes - I can come back to you later. My organisation is the National Board of Education Finland.
52726852	I know some schools have done good work in this respect, but don't know enough about how this works exactly to be able to summarize it here.
52720011	In Sweden there are some, contact Anna Kaya at Stockholm university

Autres

53073532	Dans mon lycée je parle et je collabore avec les parents toujours pour les convaincre de l'importance de l'apprentissage de la langue française et pourquoi leurs enfants doivent la choisir

Q21 Dans quelle mesure considérez-vous qu'il est important que chaque établissement élabore et rende publiques sa politique et sa stratégie d'éducation aux langues ? Faut-il renforcer l'aspect relatif à la collaboration de l'ensemble de l'équipe pédagogique ? Pour quelles raisons ?

Citation générale

a) Extent of development - The philosophy of the language concept should not just be written down as a text on the website but be consolidated with activities. These activities should range from local to international (e.g. if exchange programmes exist) ones also incorporating cross-sector stakeholders such as companies. Existing school projects can be developed further in the light of this language policy e.g. art in the school building making language visible etc. - Each subject should develop a school curriculum. - Assessment (and marking scheme) needs to be agreed on. - Structures such as pool lessons for teachers to develop teaching material and further projects should be established. The reasons for this is to engage as many actors and stakeholders as possible and to make it sustainable.

b) Extent of publication - It should be made public and accessible for parents as well as people within the local community via different channels such as website, flyers, info events and dissemination events such as concerts or exhibition in the community. - It should also be published on regional and national websites of educational institutions such as the ministry of education. c) Emphasis It should be natural and not

something specific. Therefore I would not emphasize it. This is, however, not in contradiction to the mentioned school profile above.

Rendre public pour …

… rendre conscients tous les acteurs des enjeux

Citations

This is extremely important as it clarifies and makes explicit for the whole school community what the school's aims and objectives are in the broadest sense and therefore what its 'modus operandi' will be in in setting out to achieve those aims. If this isn't done, there is a danger that some stakeholders, e.g. parents, the community at large, etc. might mis-understand and therefore find fault with the school's laudable educational policy and approach to educating its students in the most effective way. It is important that all 'stakeholders' understand the inextricable link between language and learning and the most effective way to do this is by making a school's language policy public.

It is very y important for the school to make its language policy public because if the language competence is not developed, students cannot follow the lessons and achieve results in accordance with their capabilities. Acquiring specific knowledge in particular subjects cannot be achieved without communication base and without the help and mediation of language. The language competence is, therefore, an integral part of the subject competence - it is not a supplement, but a necessary component of the respective competence and must be explicitly developed together with it.

- It would certainly be positive if schools (and education ministries) developed an explicit language policy, which would favour a debate and a better awareness of such policy.
- I think it is crucial to be transparent and clear about it - making all stakeholders aware of the policy and the strategy is a condition for success
- It is important for the school to be transparent about its language policy, so parents are aware of what is involved. It should be advertised as something positive and beneficial for the students, whether they are learning the language of the school or students who already speak the language
- all stakeholders should be aware of language policy/strategy in order to successfully apply it throughout the school - all stakeholders should be aware what to expect and who to turn to for help when students/teachers/parents encounter difficulties because of language of schooling

… informer et impliquer tous les acteurs dans la coopération

Citation

Fernando Trujillo said in a talk not long ago that not having a language policy also constitutes a language policy, albeit a negative one. This means that all schools need a language policy, and this shuld be shared by the whole school, as otherwise different forces will be pulling the wagon in different directions.

Of course, it is extremely important for each school develops and makes public its language policy including the whole school cooperation on this issue. There are some important aspect: 1. presentation of the school language policy 2. persuading all stakeholders, especially parents of potential pupils, about the coherence and quality of language teaching or teaching as the whole 3. sharing, exchanging these ideas with another school in order to enhance them 4. making an open door policy for cooperation with other schools in this area 5. these are important information for founders of the schools and the school inspection

I believe it is crucial that schools develop and publish their language policy. This is the case for many primary schools in Ireland but unfortunately it is not so frequent in secondary schools. Publishing languages policies reaffirms the schools commitments to plurilingual education and sends a signal to the wider school community of t its value. It also helps to ensure that it will be part of the day to day life of the school and

that everyone in the school community, leaders, teachers and students are mindful of the importance of linguistic diversity in the schools and its impact on the teaching and learning

- I think it's important in order to inform and involve more players in the process
- I think publicize the integration program languages is critical to the success of this program and to involve the entire school community. In addition, we think that our cooperation intentions become true educational policies
- Whole school cooperation is essential. Language policy amongst other policies and strategies should be transparent and accessible to all learners and their parents, as well as to all school staff. What is important is to make them accessible so that all commit to them
- It is very important that the language policy is made public so that it is clear from the start to all stakeholders what the expectations are. In the whole-school cooperation area I feel that it is not so much as the written policy that needs to be overt but the awareness of expectations that each role carries with it, the ownership of each stakeholder of this cooperation and the shared view of the targets set.
- Since we are public schools, I think that some information should be public. Whole-school cooperation might be a big challenge and I think, it should be emphasized. We can get public support and the importance of language learning (either first or second) is very important. My experience: children are illiterate in first and in second language (Slovene as a second language in cases of foreign students); many foreign students have thus two foreign languages (Slovene and English), but no help from their parents, who don't speak any other languages. So, public information doesn't include personal information; but other information is ok.
- Il est important que chaque établissement élabore et rend public sa politique et sa stratégie d'éducation aux langues pour motiver et assurer une réussite scolaire des élèves. Oui il faut renforcer la collaboration de l`ensemble de l`équipe pédagogique pour s`entraider, pour discuter ensemble et trouver les meilleures solutions pour des questions dont certains ne sont pas très compétents.
- It is very important that the school develops and makes public the language policy/strategy and also the aspect of whole school approach should be emphasised, because it can only be beneficial for the school itself - it can serve the school as a kind of a ''landmark'' or better to say ''a quality mark'' - as a parent, I would definitely try to find the best school for my kid, taking into consideration the atmosphere at the working place...the energy of the staff can be felt ...at least I think so...
- Il est important que dans le projet éducatif que chaque établissement élabore obligatoirement cet aspect soit considéré et que chacun y indique les procédures de promotion de l'inclusion et d'amélioration des compétences en langue de scolarisation. Les projets éducatifs sont valables pour 3/4 ans et sont élaborés avec la collaboration de toute la communauté où se situe l'école, donc ils doivent montrer la façon dont les équipes pédagogiques s'organisent pour atteindre les buts (dans ce cas, l'inclusion et l'amélioration des compétences en langue de scolarisation.
- Il est très important pour que les élèves des langues migratoires, surtout, et leurs parents se sentent à l'aise.
- Le travail d'équipe est le moyen d'avoir les meilleurs résultats, la politique explicite aide dans la compréhension et influence les effectifs d'apprentissage
- It could involve parents more (also parents of children for whom the language of schooling is their mother tongue) - to involve the local society - neighbours - both adults and children who could also support the school helping with some out of school activities in their neighbourhood maybe.
- It is important! The whole community should be informed at even involved, and every group respected. Integration might be a result.

- whatever is the language strategy within the state policy guidelines, the school has to state it openly for at least the following reasons: 1. inform current and future stakeholders; 2. avail the progress of the adopted policies and commitments
- It's very important that schools make public their language policy and the whole-school cooperation should be emphasised
- exact information is important, to present the goal, the objectives
- I think it is important to know for parents what schools do to develop the instruction language of their children, especially for migrant children. The language policy can be included in the school plan which is publicly available. Some schools even advertise themselves as being a 'language school' that gives much interest to language development.
- Il me semble important que les établissements indiquent leur positionnement face aux questions liées à la mondialisation. La prise en charge d'élèves dont la L1 n'est pas la langue de scolarisation est un enjeu important pour la cohésion des sociétés. Les citoyens ont besoin de savoir que l'école développe une réflexion en la matière, et avec quels moyens.
- Les enjeux linguistiques sont souvent passionnés et politisés. Rendre publique une stratégie d'éducation aux langues impliquerait la nécessité de développer un consensus politique autour de la diversité des langues et cultures.

… induire et implémenter l'approche globale à la langue de scolarisation

Citation

The design of such a language policy implies that schools have the opportunity to reflect on the didactic and interactional conditions that they offer to students. In the case of schools where the language of schooling is not spoken in students' homes, I think that making the policy explicit and public is a sine qua non condition for parents to get really involved in such school projects. Moreover, I think that the implementation of whole-school cooperation significantly improves the quality of the school, since horizontal and vertical cooperation are required in order to establish such a project. In other words, it fosters the involvement of all the staff in a common project. In the case of minority language-based schools, teachers' and staff's participation may imply the learning of the minority language, which in the Basque case, constitutes a milestone in the revitalization process of the language.

Chaque établissement devrait élaborer et rendre public sa politique et sa stratégie d'éducation aux langues pour contribuer à la coopération entre établissements et afin de mettre à la disposition du public des modèles de projets d'établissement pouvant être améliorés dans d'autres contextes. Il faut renforcer l'aspect relatif à la collaboration de l'ensemble de l'équipe pédagogique, car la coopération de tous les facteurs éducatifs a plus de chances de réussite. Le processus éducatif est le résultat du travail de l'équipe entière. Les élèves s'approprient mieux une langue lorsqu'ils l'entendent et l'utilisent dans plusieurs situations.

- pour que les parents adhèrent et participent activement à mettre en place la nouvelle stratégie - pour que tous les enseignant-e-s tirent à la même corde et défendent la stratégie vis-à-vis des parents / élèves etc.
- Unless it is made a priority, and public, nothing will be done. Co-operation between teachers of different subjects is necessary, as, by examining in groups the texts the students have to study with, and contrasting texts from different subjects, difficulties are revealed.
- It depends on what results teachers and school wants to achieve. We found it very important for our students; we are on the border with Italy (minority language) and we found very important that our students (Course for shop assistant) know Italian language very well as a lot of customers come to Slovenian shops. As the students improve language skills through the content subject also

teachers of language as a subject should be involved because students in this way improve all languages of the school, so the whole-school cooperation should be emphasised

- I think it is important. If the whole school works on policy or strategie, then it is more probable that it might be implemented. It also gives an importance to the issue and makes the public aware. The whole-school cooperation should be emphasized. I think this is the most important part at all. Teaching the language of instruction is otherwise anyway the "job" every school should do
- It's important - it would show a clear commitment and official statement - the whole school cooperation should be emphasized because cooperation is not a tradition or "normal"
- Yes! Having a policy and a strategy for language development is a quality factor for all teaching! Too much energy and ressources are wasted by uncoordinated efforts that are never evaluated or monitored for their efficiency! A school needs to realize the need for language development for all students and when it has already moved toward a policy or strategy it is a first step in the right direction!
- I think cooperation and collaboration to be key. Breaking down the barriers between language staff and subject staff should be highlighted in such policies.
- Absolutely, it is of a high importance and also important to " make the policy happen" so as to avoid that to be something stated only at the paper. The language policy should be constantly discussed, examples of good practices discussed and evaluated.
- We consider the language policy and strategy to be very important for each school to develop and we want to see the others' experience and we are glad to share with our practice. The whole-school cooperation should be emphasised. Riga Secondary School 34 as the school of national minority consider, that the educational aim of the school has always been focused on the language of schooling and it does intend to pay its deepest attention on the development of learners' language skills.
- As detailed as possible in order to cooperate with others to have a best result. The aspect of whole-school cooperation should be emphasised, because it complements the tasks and helps to make in-depth study.
- Faut-il renforcer l'aspect relatif à la collaboration de l'ensemble de l'équipe pédagogique ? Pour quelles raisons ? --> oui car les enseignants, en particulier dans le secondaire, n'ont pas suffisamment une culture du collaboratif et n'ont pas toujours les possibilités temporelles de le faire. On sait que l''éparpillement des enseignements/apprentissages n'aide pas les élèves à établir une cohérence entre les disciplines et à percevoir que la connaissance approfondie de la langue de scolarisation est essentielle dans toutes les disciplines.
- Of course this important: it is the only possibility to cater for linguistic diversity in an individual manner. Only a school movement will have enough strength to unite most teachers in a common school project
- It is very important for schools to be forthcoming and transparent in their policies and strategies. Communication of this information only adds to its effectiveness. Communication between schools (teachers and administrators), parents and other educational institutions can only enhance the success of the programs. Whole school cooperation is essential as compartmentalization is contradictory to holistic education.
- It is important that we make such a policy/strategy public. A shared understanding of language policy is essential and whole-school cooperation and explicit policies are ways of building that.
- Parce que tout le monde est concerné, impliqué et important. Seuls des efforts concertés (et accompagnés) seront déterminants pour un succès d'une telle démarche à échelle plus grande.
- In terms of migrants coming to Europe and Europeans moving within the EU it is very important to have a strategy so people adapt better in the new society and will be no "outsiders"

- In terms of migrants coming to Europe and Europeans moving within the EU it is very important to have a strategy so people adapt better in the new society and will be no "outsiders"
- Whole-school cooperation should be stressed and reinforced in order to promote and strengthen innovation, commitment and corresponsibiliy of all participants in education, including parents and families
- It is very important since it contributes to a positive school environment, promotes the idea of cooperation, enhances cultural awareness, produces better results and contributes to the learners' progress.
- C'est vital! Pour metre en evidence la valeur ajoutée du travail en équipe, au sein d'équipes multidisciplinaires
- I think it is important that every kind of representations and policy or strategy are laid out for teachers, students and parents alike to understand and discuss them. Whole-school cooperation must be emphasised, as schooling language learning, as any other language learning (and maybe even more) is a social process and everyone who contributes to the way schools function on an everyday basis should be cooperating.

… répondre aux besoins spécifiques de chaque établissement dans son contexte

Citations

I believe there is the need for each school to make their language policy clear on its language policy. Which language is identified as the language of schooling and what is its strategy in developing this language in relation to the heritage languages of its students. The cooperation of the whole-school is necessary since language learning interweave and permeates every subject learning, all activities and it is the responsibility of all members of this school community. The whole-school serves as learning space for all students to experiment and practice their languages. It is not limited to a single language classroom or it is responsible by one teacher.

- Pour les raisons énoncées ci-dessus. Chaque établissement a un contexte et une situation différente qu'il doit connaitre analyser et exploiter. Le chef d'établissement connait les enseignants et est à même de constituer des équipes cohérentes et solides.
- Every school should have its comprehensive language policy aware that a strategy for one language, for instance the language of schooling, affects all other languages of the school context whether foreign, sign, regional or heritage. Likewise, de facto implementation of any policy depends on whole-context cooperation. Furthermore, the language of schooling has a cross-curricular impact on learning success that is not solely dependent on the language of schooling teacher
- Whole-school is essential and needs to be driven or at least supported by the head teacher and management. Not necessary to make the policy public, but important that schools develop their own policy, as this would be based on their school context. Policy could be available to parents as part of the introductory pack, or could be on the school website if there was one, to highlight importance of issue, but would not see it as necessary, although publication would support the staff in forefronting the policy.
- All schools in Austria are required to develop a "school profile" nowadays. Within this profile it would be perfectly feasible to include their language policy and some of them actually use it for this purpose as well. A school in Vienna that has been successful in implementing BKS (Bosnian-Croatian-Serbian) as second foreign language in their curricula attracts not only pupils from that community but also German L1 speakers who (or whose parents) consider knowing a slavic language a useful asset for a future career.

- To an extent, yes. Schools need to tailor their policies and communication strategies to their individual communities
- It is very important that each school defines its own policy as the needs may differ depending on the area..Yes, the idea of creating a community of support would make the policy stronger and more appealing.
- Dans un pays comme le Luxembourg, où de nombreuses langues coexistent et où pratiquement tous les résidents sont des locuteurs multilingues, il est essentiel de faire évoluer l'offre scolaire en favorisant la diversification de l'offre scolaire notamment par le biais du développement scolaire qui consiste à ce que les établissements scolaires développent une politique linguistique spécifique, adaptée à leurs besoins et aux besoins de la communauté scolaire
- Il est très important que chaque établissement élabore et rendre public sa politique et sa stratégie d'éducation aux langues. Il faut renforcer l'aspect relatif à la collaboration de l'ensemble de l'équipe pédagogique pour bien former l'élève, pour lui donner de divers instruments d'autoévaluation pour une bonne préparation linguistique.
- Each school should have a language policy. In addition to this each classroom teacher should have a conversation about language, linguistic diversity, and bilingualism. The outcome of this conversation should be a classroom language policy formulated by the children
- It will be better for each school because each school is unique I think
- Each school should reflect on what kind of language strategy they want to follow so as to make an effective use of the language(s) taught and used within that specific context to learn. What's more, I do really think all teachers are language teachers. But I'm not sure all teachers are fully aware of this. This is my main concern and the main reason why I think school cooperation is essential.
- It is important that each school develops its strategy to enable its pupils to achieve their potential.

… pour permettre aux parents de faire des choix en connaissance de cause

- Also, making it public will allow the parents to choose a school depending on this criterion as well
- I would certainly always like to know when choosing a school. Even though the teaching languages is my child's first language we chose this school based on their early exposure to her minority language. The whole school cooperation is part of that so should be included
- For us, it is a prority, because parents choose the educative system in which their children will be schooled (Andorran schools, Spanish schools, Congregational schools, French schools) according - amongst other things- to the language policy or strategy proposed.
- The general public needs to be assured that their schools HAVE a research-based, ethical policy and a strategy. There are few private schools in Norway so most families do not have many schools that they can choose between when sending their children off. But they have a few choices, and for some families the language policy will be a deciding factor. It should be easily available to them.

… pour connaitre et disséminer les bonnes pratiques

- Dans un pays comme la France, aussi fortement centré sur son monolinguisme officiel, la transformation des représentations et des pratiques vers une approche plurilingue inclusive est un travail important et de longue haleine: il est essentiel de disséminer les expériences réussies dans les établissements innovants, ce qui d'ailleurs contribue à valoriser les acteurs de ce travail.
- Schools should be able to gain a general idea of what other schools are doing in order to work with this issue, to gain inspiration and ideas
- Les projets les plus prometteurs et innovants, qui peuvent donc constituer de bonnes pratiques, doivent être disséminés pour être, le cas échéant, intégrés dans le système éducatif officiel et dans les curricula de chaque pays

- Dans quelle mesure considérez-vous qu'il est important que chaque établissement élabore et rendre public sa politique et sa stratégie d'éducation aux langues ? -> pour mettre en partage les "bonnes" pratiques, soutenir leur développement et faciliter le travail d'autres équipes pédagogiques
- Important to profile the school and "spread the word" to inspire other schools.

Mesures à prendre entre niveau local et niveau national

Très important mais je crains qu'il n'y ait pas beaucoup de projets d'établissement dont la stratégie d'éducation aux langues soit la priorité. Cela ne relève pas d'une priorité nationale. Il faudrait développer la collaboration de l'ensemble de l'équipe pédagogique car sans action commune rien ne peut se mettre en place, de manière efficace. Il me semble cependant indispensable, en prenant en compte le fonctionnement vertical du système éducatif français, que la stratégie d'éducation aux langues (au sens large, et non uniquement ciblée sur les élèves allophones), soit clairement énoncée dans les priorités nationales.

- Il faut dépasser l'établissement et en faire un projet du Département de l'Instruction publique
- Schools should be held accountable and unless this is made an explicit area for school inspections - under the current school inspection regime in England - then headteachers will not consider this a priority for whole school implementation
- Each school has to follow the state's language policy and take into consideration the importance of other language/s it works or lives with. Teachers have to explain the obligation and need of language use in the country. If one wants to be respected, it must respect the state's language and enrich one's mother tongue.
- I am not sure that every school needs a strategy of its own. Larger networks would be better because everyone does not need to invent the wheel from the very beginning. More important is to share experiences.
- I think it is important that schools inform the administration and the administration start the renovation of official curriculum in line with languages of schooling

Précautions

- It would be beneficial if schools do this, but I don't think it can be expected of each and every school. There might be reasons not to publicise some aspects so as not to alarm parents who might think that "monolingual" schools are better. If there is a public strategy, the whole-school cooperation should be an integral part of it, because I am convinced that the benefits of such a cooperation more than justify the investment. Since the cooperation can take many forms, it is no problem to accommodate local needs and preferences.
- Yes, I think that making the policy and strategy public helps. First of all it would show that the school is clear within itself, but also so that the parents and students would know what to expect to get and give. However, based on my 25 years experience of policies and their implementation I know that there can be an ocean separating a written policy from the day to day practices in the classroom. And there are usually many variables influencing this
- It may be important to help (re)construct positive representations on language mastery and language learning and of the importance of cooperation both in learners and in parents (not mentioning the teachers).
- However, if only some teachers feel "fit" for change and innovation, start with a group - before doing nothing!
- But unless schools are given support in the form of training in working with subject texts, intervention will probably not be successful

- Seuls des efforts accompagnés seront déterminants pour un succès d'une telle démarche à échelle plus grande
- Whole-school cooperation is still a new term rather unknown by most schools... they are beginning to discover this now...
- No, not individual schools, the whole education system has to be involved
- I would like to think that if the general public was invited and included in the support of other languages, that perhaps the community as a whole would benefit from mutual understanding, however I do see that if the larger community was hostile to the language policies, that might make it difficult for even the school atmosphere to be inclusive on the campus grounds. Perhaps this should be left to be determined by individual communities and schools - for instance if the mayor and city councils are in favor - they could lend support to the schools...

Perplexités

- I am not sure. In the 90 and early 2000s, schools were urged to develop a "Leitbild", an articulated vision of their understanding of education and how that would be implemented at their schools. I witnessed several attempts and most of it was mere politics, so I am sceptical
- Je pense plus important le fait que la politique et la stratégie linguistique d'un établissement soient menées en cohérence avec les politiques régionales et nationales, fassent l'objet de communications explicites vers la communauté et les autorités, soient concrétisées dans des mesures concrètes (espace, temps, supports) permettant à l'équipe pédagogique de les mettre en œuvre.
- In my country it is not necessary at moment
- I don't know about the public bit, why not,
- It has not to be made public, but it should be a normal thing to do, I hope one day every schools finds it a normal way of working. And yes it should be a cooperation and everybody should be made aware of that.
- But reality may be very different from what the norms are suggesting.

Applications concrètes et exemples

- Ces points sont essentiels. Ils sont intégrés dans la politique actuelle en matière d'éducation du gouvernement de la Fédération Wallonie Bruxelles : voir travaux du "pacte d'excellence" http://www.pactedexcellence.be/ les services d'inspection, en parallèle avec les services de conseils et de soutien pédagogiques œuvrent à établir, renforcer cette collaboration afin de lutter contre l'échec scolaire le redoublement, le décrochage et toutes ses conséquences
- Un exemple-phare est la création de la nouvelle école internationale de Differdange, école-pilote qui devrait encourager d'autres écoles et lycées à adapter une politique analogue de la diversification de l'offre en sections langagières: http://portal.education.lu/eid/ En ce qui concerne le volet des équipes pédagogiques, je renvoie à mes réflexions faites ci-avant.
- yes, it is absolutely important that each school develops a languages strategy. Language education can save human lives is my motto. In Finland we are on the safe side in so far as we have included the ideas in the new core curricula, which are normative

Appréciations
- most definitely
- C'est très important
- whole-school cooperation is important

Autre
- Dutch secondary schools find themselves in the TO BE CONTINUED (?)

Q22 Existe-t-il d'autres aspects de la collaboration de toute l'équipe pédagogique autour des dimensions langagières de l'enseignement que les questions précédentes qui n'auraient pas été pris en compte par la présente enquête ?

Principes
- Les résultats des élèves : ces politiques linguistiques devraient aider à améliorer les résultats des élèves
- L'aspect le plus important d'une politique des langues cohérente est une bonne préparation de la jeune génération (apprentissage tout au long de la vie, voyages à l'étranger, recherche d'emploi à travers l'Europe et capacité à faire face aux défis du monde actuel)
- La prise en compte du contexte de l'apprenant qui inclut les aspects culturels : L1 est liée à la culture ainsi que L2 (ou L3) qui peut être langue de scolarisation (culture = terme qui peut avoir différents contextes : la culture de la discipline, a/les culture(s) des élèves et de l'éducateur)
- L'inclusion, l'attitude positive envers la diversité des élèves et de leurs besoins, les élèves en tant que ressource pour développer l'école
- Souligner les bénéfices pour les élèves qui déjà parlent la langue de scolarisation (développement de la communication interculturelle, apprentissage « sur le tas » des langues des autres élèves, garantissant ainsi un environnement plurilingue pour tout le monde)
- Plus l'équipe éducative sera coopérative, plus gagnants seront les élèves, les parents et la société en général
- Par la langue, donner aux élèves d'autres pays, le monde

Travail préalable
- information suffisante
- travail sur les représentations sociales des langues et valorisation de toutes les langues (« petites » langues et langues de la migration = à voir comme un réel avantage économique)
- conscientisation de la pluralité linguistique et des biographies langagières des membres de l'équipe et de l'environnement socio-historique de l'établissement pour faciliter un regard inclusif sur ces pluralité
- prise de conscience au niveau de l'établissement à propos des compétences en langues de scolarisation

Coopération
Citation
As language acquisition is a very complex process that depends on many factors the close cooperation of as many parties as possible can only be beneficial to all. But a holistic approach will also benefit each child in its own personal development, and the fact that many stakeholders participate in this process will also set a good example for how different entities can work together and promote the social skills component.

- Lignes d'orientation pour une bonne coopération
- Prise en charge de l'environnement de l'établissement
- Principes didactiques concernant toutes la matières (orientation vers les compétences, centralité des apprenants, constructivisme, …)
- Souligner que ce type de coopération rentre aussi dans le rôle de l'enseignants de disciplines autres
- Formes de coopération (projets interdisciplinaires, travail en binôme des enseignants : langue et disciplines)
- Les avantages pour les autres membres de la communauté éducative et les élèves autochtones à souligner

- comment motiver toute une équipe....? (par ex., projet international du CELV sur modèle de compétences des enseignants = un élément d'appui à la formation des enseignants, menant à un premier élément de cohésion de l'équipe...

Conditions « psychologiques »
- L'identité de l'enseignant joue un rôle important
  La prise en compte de la difficulté de la formation des enseignants de langue de scolarisation et leur peur de perdre de l'importance s'ils s'ouvrent à d'autres langues
- Disponibilité des enseignants de disciplines autres
- Le sentiment d'appartenir à un groupe de personnes vraiment concernées par le développement global - à la fois académique et personnel - des apprenants
- L'accent à mettre sur l'agentivité (agency) des élèves = source d'énergie et de changement positif qui devrait être inclue dans toutes les stratégies et les efforts de formation continue pour promouvoir l'approche globale / the whole-school approach

Conditions institutionnelles
- Le leadership est la clé ainsi qu'une perspective tournée vers l'extérieur
- Insister sur la nécessité du support officiel
- Possibilité et modalités d'institutionnalisation des bonnes pratiques
- Modalités de mise place de réformes au plan de la politique linguistique
- Inclusion de ces aspects dans les curriculums (cf. exemple de l'Autriche)
- Le climat et la culture de l'établissement
- La capacité d'implémenter les bonnes pratiques
- L'argent et les ressources (2) pour matériels et livres dans les autres langues, pour inviter des chercheurs ou des conférenciers : probablement l'impact serait majeur si c'était fait au niveau régional ou national
- L'exploitation systématique des notions / concepts de la recherche
- La prise en compte des obstacles qui malheureusement encore existent par rapport à l'élargissement des horizons des langues et des cultures
- Le soutien au plurilinguisme des membres de l'équipe
- Le développement de la littératie ou du développement linguistique à la maison : fournir aux parents des modèles pour leur montrer comment lire et raconter des récits, comment interagir au-delà de leur donner des ordres ou de parler de l'ici et maintenant
- Valoriser le rôle des enseignants issus de l'immigration, ayant un répertoire pluriel, capables de devenir des ponts affectifs, cognitifs et sociaux entre l'école et les parents.
- La relation entre décisions de l'école et politiques nationales, surtout si l'école est petite et pourrait tirer avantage du partage de personnel et d'expertise avec d'autres écoles

Conditions organisationnelles
- Un plan de travail réaliste pour l'ensemble de l'établissement qui engagerait les enseignants en leur donner la possibilité de partager les ressources, discuter et travailler ensemble
- Des modèles de bonnes pratiques pour inspirer, guider et encourager les écoles à se lancer dans ce processus
- Matériels d'enseignement pour différentes configurations de classe

Méthodologie
- Le développement de projets interdisciplinaires ou l'introduction de nouvelles matières nécessitant la collaboration des enseignants de langues et des enseignants de certaines disciplines (cf. nouvelle branche "vie et société" au Luxembourg)

- Le développement de nouvelles didactiques langagières s'axant sur le *code switching* et le *translanguaging* (cf. Ofelia Garcia)
- Le potentiel innovateur des démarches CLIL
- Projets de l'école et clubs qui impliquent la participation et la collaboration des enseignants de langues et des autres matières dans chaque école et/ou en coopération avec d'autres écoles dans le pays e/ou dans d'autres pays en tant que partie intégrante des curriculums
- Exemples d'action de politique linguistique (par ex. l'approche du « free reading » pour motiver les élèves à lire

Partenaires
- Le ministre de l'éducation a son mot aussi à dire
- Le facteur politique
- La communauté locale
- [les parents/ les familles]
- Le rôle très important de l'éducation non-formelle qui prend en charge les élèves en dehors des horaires scolaires (collaboration école et structures d'éducation et d'accueil)
- Les écoles complémentaires, les ambassades et d'autres organisations culturelles et linguistiques devraient être impliquées et être invitées à l'école (aide pour développer des matériels, procurer des livres, des enseignants etc.)
- [l'Université et le monde de la recherche]
- Ce type de coopération influe sur les niveaux de la communauté plus large, du régional et du national

Évaluation
- Le problème de l'évaluation est à assumer
- L'emploi d'outils d'évaluation favorisant une évaluation positive axée sur les progrès accomplis et non plus sur les déficits en mesurant les écarts par rapport à une norme souvent illusoire (cf. portfolio des langues)
- Une accréditation d'examen externe : examens séparés et accréditation pour les locuteurs natifs de la langue de scolarisation et pour les apprenants de la langue de scolarisation
- Une décision commune pour prendre en compte le niveau d'adéquation de la langue dans l'évaluation de chaque test effectué dans l'ensemble de l'école.
- Les écoles devraient surveiller les résultats des élèves avec les outils appropriés et prendre des mesures adaptées selon les résultats

Formation
- La culture du travail collaboratif comme partie intégrante de la formation initiale (4)
- La promotion de la formation professionnelle continue des membres de l'équipe (2)
- Formation de l'équipe entière (pas seulement enseignant de L2)
- La formation des enseignants de toutes les disciplines aux enjeux linguistiques de tout apprentissage
- Penser en termes de portfolio de compétences de l'enseignant (exemple autrichien de cours qui incluent des aspects de développement au niveau de l'établissement scolaire)
- La compétence linguistique de l'enseignant de langue de scolarisation quand il n'est pas natif

Pratique et recherche
- L'implication d'experts surtout si une recherche peut être effectuée avant de prendre des décisions, ou sous forme de recherche-action
- Relier les politiques linguistique et la recherche

- Combler le fossé entre la recherche et les enseignants, de sorte que la recherche passe par le filtre des écoles et de la pratique
- La collaboration entre équipes pédagogiques et les instituts de formation initiale et continue (tutoring, mentoring)

Créer des réseaux
- Ne pas travailler en isolation
- Créer un mécanisme de collaboration et de consultation entre écoles
- Créer des réseaux d'école dans une région ayant une politique commune
- Travail dans la continuité (élémentaire, primaire et secondaire) (2)
- Le potentiel qui réside dans des approches qui favorisent la mise en réseau des écoles (networking, clustering) et l'hospitation entre écoles afin de promouvoir des démarches originales et spécifiques en relation avec le développement des compétences plurilingues et textuelles
- la connexion avec des réseaux régionaux, nationaux, internationaux visant les mêmes objectifs

Technologie
- le rôle des technologies de l'information et de la communication (2)
- Les relations entre langues et technologie
- les matériels disponibles en ligne = ressources pur toutes les langues

Expériences
- OSZ en Autriche : cours qui incluent des aspects de développement au niveau de l'établissement scolaire et dans les curriculums (page 141)
- Expérience de coopération : As we (our school) give a big importante to language of schooling, we would like to share with you some aspetcs of added value for students and teachers that we achive through our collaborative planning and team teaching of FL1/FL2 (English, Italian): 1. For students; • using two languages actively (switching from one language into another) • a bilingual educational approach, in which students combine the content subject study with the use and learning of FL1 and FL2 • students find it easier to understand the content subject topic as it is explained from different perspectives • students learn to use content subject terminology in English/ Italian • if they like, students are motivated to find the information from different sources • a FL is an important tool helping students to acquire the latest knowledge and skills necessary in everyday life as well as in business • students develop competences such as self-initiative and entrepreneurship. 2. For teachers: • Meta-cognitive strategies - planning the lesson • Setting common goals and results • Learning team teaching methods, being able to adapt and compromise, developing good communication skills, sharing work • Exchanging knowledge and information about sources • Learning about new topics and language skills through team teaching • Professional development With time, our team teaching practice has spread to other teachers at our school and the number of permanent teams has been increasing from year to year. In order to improve the mother tongue competence two monolingual teams (a native language teacher - content subject teacher) and two bilingual teams of teachers (a native language teacher - FL1 / FL2 teacher) have also been formed.
- Expériences de projets européens en Latvia
- L'introduction de nouvelles matières nécessitant la collaboration des enseignants de langues et des enseignants de certaines disciplines (cf. nouvelle branche "vie et société" au Luxembourg)
- Un volume intitulé Languages of Schooling: explorations into disciplinary literacies que le European Journal of Applied Linguistics (Mouton de Gruyter) va publier

Suggestions pour l'action du CELV
- Une introduction qui détaille toutes les questions autour de cette thématique

- Un guide avec des orientations pour implémenter avec succès les politique et stratégies linguistiques pour aider les écoles à trouver leur voie, pour adopter ou adapter ces orientations à leurs contextes
- Identifier des exemples de bonnes pratiques et les diffuser pour encourager plus d'écoles à envisager une collaboration de l'ensemble de l'établissement autour des langues de scolarisation
- Se servir de réseaux professionnels locaux d'enseignants pour diffuser des exemples de bonnes pratiques ainsi que des colloques pour les enseignants et les chefs d'établissement