



A roadmap for schools to support the language(s) of schooling

Evaluation of the survey results

Example of a customised school report

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This customised report is a product of the project *A roadmap for schools to support the language(s) of schooling* of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states. www.ecml.at/roadmapforschools



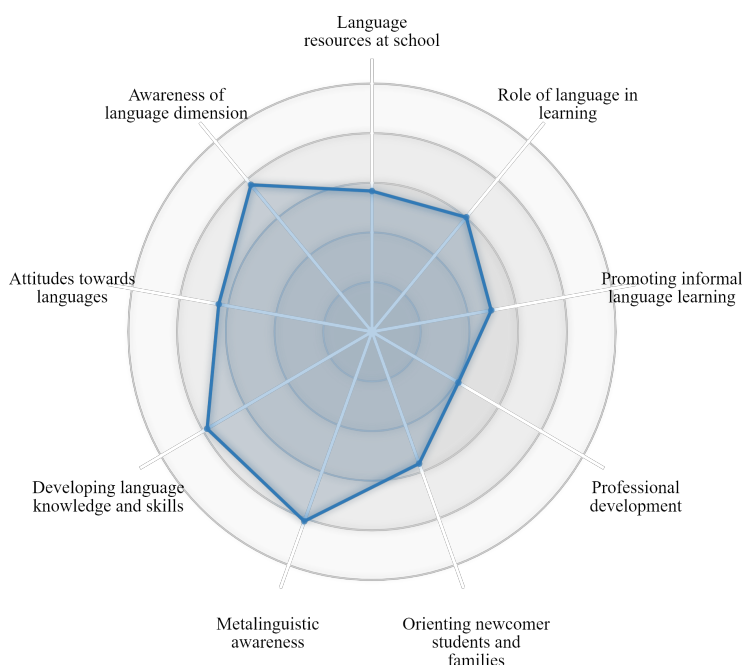
1. Presentation of the context

Our school wishes to support all our students to succeed. Therefore, we are looking for ways to help all learners and especially vulnerable ones (i.e. students depending on the school to develop the language of schooling), master the language used for teaching the various school subjects and for the functioning of the schools, i.e. "the language of schooling". This can only be achieved if we manage to develop, collaboratively, a specific language strategy that not only includes all school members but also the students and parents. Hence, if at all possible, it is necessary for everybody working in the school to be aware of the current state of the practice and to take part in the discussions in order to be able to commit to the different actions that should be implemented at different levels.

The evaluation of the survey results below represents only one element to help us set up our strategy plan. The European Centre for Modern Languages of the Council of Europe (ECML) recommends analysing and discussing the survey results in order to identify the strengths of our school and the levers of progress. Based on the survey data, this report highlights two areas relevant for further consideration in our school. NB: the terms "areas" and "dimensions" are terms frequently referred to in this report. Appendix 1 and 2 offer an overview and explanation of all terms.

2. General results

62 participants took part in the self-assessment survey set up by our school: 13 teachers, 4 non-teaching staff, 6 students, 39 parents/guardians evaluated the school according to a certain number of statements, organised according to nine different areas. The spidergram below highlights the strengths and levers of progress, taking into account all the answers from all the survey participants:



The spidergram enables us to have an overview of the results of ALL the stakeholders' responses, thus evaluating the school according to the nine areas listed below. We can easily see where our strengths and levers of progress lay.

●	Awareness of language dimension	
●	Attitudes towards languages	
●	Developing language knowledge and skills	🤔
●	Metalinguistic awareness	
●	Orienting newcomer students and families	🤔
●	Promoting informal language learning	🤔
●	Role of language in learning	🤔
●	Language resources at school	🤔
●	Professional development	

🤔 Please pay specific attention to these areas as they reveal a discrepancy among the stakeholders' responses.

● The approaches and practices related to the "yellow areas" have achieved a high level of implementation and need only a little additional work to be exceptionally proficient.

● The approaches and practices related to the "orange areas" are being developed but will need targeted support to improve further.

● The approaches and practices related to the "red areas" require attention and need to be developed urgently.

3. Our strengths

If we look at our strengths, we can see, for example, that the approaches and practices related to *Metalinguistic awareness*, *Developing language knowledge and skills*, *Attitudes towards languages*, *Awareness of language dimension* have achieved a high level of implementation and need only a little additional work to be exceptionally proficient.

● ***Metalinguistic awareness*** means taking into account the language dimension in subject teaching and exploring/learning language-related concepts, whatever the subject.

● ***Developing language knowledge and skills*** means that the teachers focus on the specificities of language in their teaching, increase the students' awareness of spoken and written language, and improve constantly their speaking/writing and listening/reading skills.

● ***Attitudes towards languages*** means valuing students' languages, and tracking their individual literacy development. Attitudes are visible when promoting plurilingualism and can be displayed in the school environment.

● ***Awareness of language dimension*** means putting an emphasis on language learning in general, understanding the importance of being language models (for the whole staff), and giving the students challenging activities.

4. Our levers of progress

In order to start our discussion regarding the ways to help our school better take into account the language(s) of schooling, we could look into two areas, for instance *Professional development* and *Language resources at school*.

4.1 Professional development

The approaches and practices related to *Professional development* may not have received enough attention and need to be developed.

Professional development means having the structures for planning and reviewing the teachers' competences, developing their awareness and cooperation, and creating and supporting professional learning communities inside the school.

To assist in our discussions, we can look at the following promising practices set up in different European countries and beyond. They may help us start thinking about practical ideas to adapt to our own context.

Developing teachers' awareness

- Promising practice 1: Fostering learning environments where modern languages flourish: Which leadership is needed to implement a language school policy?
- Promising practice 2: Language assessment: How to assess plurilingual learners

Cooperation among teachers

- Promising practice 1: Thematic approach to planning and the importance of formulaic language: How can teachers identify and create formulaic sentences in order to help students access the language of schooling more easily?
- Promising practice 2: Scaffolding in language and subject teaching: How to develop professional learning communities

The ROADMAP database of promising practices contains more examples related to *Professional development*: www.ecml.at/roadmap-PP4

4.2 Language resources at school

The approaches and practices related to *Language resources at school* may not have received enough attention and need to be developed.

Language resources at school means knowing about the languages of the students, staff and families, and knowing when and how to use them so as to facilitate the students' integration.

To assist in our discussions, we can look at the following promising practices set up in different European countries and beyond. They may help us start thinking about practical ideas to adapt to our own context.

Knowledge about the families' languages

- Promising practice 1: A Colombian mum shares her thoughts: Why take part in a whole-school approach valuing languages and cultures? Testimony of a Colombian mum.
- Promising practice 2: Headteachers, involve the parents! How to involve all parents at school. Testimony of a headteacher from Catalunya.

Knowledge about the students' languages

- Promising practice 1: Multilingual Identity Texts: How can we integrate students' cultural knowledge and language abilities into the school curriculum?
- Promising practice 2: Taking an interest in the child's home language: How can taking an interest in the child's home language(s) become the best investment ever?
- Promising practice 3: Getting to know your students' languages: How to get to know your students and their languages

The ROADMAP database of promising practices contains more examples related to *Language resources at school*: www.ecml.at/roadmap-PP1

5. Areas that require our special attention

Some areas show a discrepancy between the opinions of different stakeholders, indicated by the emoticon 😬. Let's look more closely at two of the situations in order to try and understand the origin of such a discrepancy.

5.1 Discrepancy in *Developing language knowledge and skills*

Developing language knowledge and skills means that the teachers focus on the specificities of language in their teaching, increase the students' awareness of spoken and written language, and improve constantly their speaking/writing and listening/reading skills.

The table below enables us to see to what extent the different stakeholders who participated in the survey agree on the way *Developing language knowledge and skills* is taken into account in our school:

	Very little or not at all	To a certain extent	To a satisfactory extent	To a great extent
teachers	3.20 %	39.70 %	38.10 %	19.00 %
students	0.00 %	13.60 %	13.60 %	72.70 %
parents/guardians	0.00 %	14.30 %	65.70 %	20.00 %
whole school	1.07 %	22.53 %	39.13 %	37.23 %

It seems that various stakeholders hold different views on the way *Developing language knowledge and skills* is taken into account. We may therefore need to set up opportunities to discuss this with the other stakeholders in order to understand the discrepancy and/or to develop this area.

5.2 Discrepancy in *Orienting newcomer students and families*

Orienting new students and families means supporting the newcomers by using the language resources of the school environment, including both the professional and community resources for communication. This could, for example, be producing the necessary key documents in different languages.

The table below enables us to see to what extent the different stakeholders who participated in the survey agree on the way *Orienting newcomer students and families* is taken into account in our school:

	Very little or not at all	To a certain extent	To a satisfactory extent	To a great extent
teachers	57.90 %	23.70 %	15.80 %	2.60 %
non-teaching staff	55.60 %	22.20 %	22.20 %	0.00 %
students	10.00 %	10.00 %	10.00 %	70.00 %
parents/guardians	33.30 %	17.50 %	30.20 %	19.00 %
whole school	39.20 %	18.35 %	19.55 %	22.90 %

It seems that various stakeholders hold different views on the way *Orienting newcomer students and families* is taken into account. We may therefore need to set up opportunities to discuss this with the other stakeholders in order to understand the discrepancy and/or to develop this area.

6. Conclusion

More data and charts resulting from the self-assessment survey are available online in the coordinator's area. However, we have already become aware of some of our strengths and levers of progress and have been able to identify some discrepancies of opinions and perceptions between the main stakeholders in our school. Based on the main results of the survey summarised in this report we can now set up our own language strategy.

Appendix 1. List of areas and dimensions

AREAS	DIMENSIONS
Awareness of language dimension	Emphasis on language learning
	Being language models
	Importance of challenging activities
Developing language knowledge and skills	Teaching specificities of language
	Awareness of spoken and written language
	Improving speaking and writing skills
	Improving listening and reading skills
Metalinguistic awareness	Language dimension in subject teaching
	Language-related concepts
Role of languages in learning	Importance of language in subject teaching
	Promoting language development
	Plurilingualism during lessons
	Bridging languages for learning
	Building upon previous knowledge and experience
Attitudes towards languages	Valuing students' languages
	Tracking literacy development
	Promoting plurilingualism
	Displaying plurilingualism in the school environment
Promoting informal language learning	Opportunities for informal language learning
	Supporting students' language development at home
Language resources at school	Knowledge about the students' languages
	Knowledge about the staff's languages
	Knowledge about the families' languages
Orienting new students and families	Making use of language resources at school
	Professional resources for communication
	Community resources for communication with parents/guardians
	Key documents in different languages
Professional development	Structures for professional development
	Planning and reviewing
	Developing teachers' awareness
	Cooperation among teachers
	Professional learning communities

Appendix 2. Explanations of the areas

Awareness of language dimension means putting an emphasis on language learning in general, understanding the importance of being language models (for the whole staff), and giving the students challenging activities.

Developing language knowledge and skills means that the teachers focus on the specificities of language in their teaching, increase the students' awareness of spoken and written language, and improve constantly their speaking/writing and listening/reading skills.

Metalinguistic awareness means taking into account the language dimension in subject teaching and exploring/learning language-related concepts, whatever the subject.

Role of languages in learning means that the importance of language in subject teaching is recognised, and students' language development is promoted. It means also using the advantages of plurilingualism during lessons, bridging languages for learning, and building upon students' previous knowledge and experiences.

Attitudes towards languages means valuing students' languages, and tracking their individual literacy development. Attitudes are visible when promoting plurilingualism and can be displayed in the school environment.

Promoting informal language learning means supporting the opportunities for students' informal language learning and their language development at home.

Language resources at school means knowing about the languages of the students, staff and families, and knowing when and how to use them so as to facilitate the students' integration.

Orienting new students and families means supporting the newcomers by using the language resources of the school environment, including both the professional and community resources for communication. This could, for example, be producing the necessary key documents in different languages.

Professional development means having the structures for planning and reviewing the teachers' competences, developing their awareness and cooperation, and creating and supporting professional learning communities inside the school.