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Language Policy Division  
Division des Politiques linguistiques

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

STUDIES AND RESOURCES

N° 5

## **Professional development for staff working in multilingual schools**

Jim Anderson, Christine Hélot, Joanna McPake and Vicky Obied

Document prepared for the Policy Forum 'The right of learners to quality and equity in  
education – The role of linguistic and intercultural competences'

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Language Policy Division

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LIST OF STUDIES AND RESOURCES ACCOMPANYING THE CONCEPT PAPER ON

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

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

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## PROFESSIONAL DEVELOPMENT FOR STAFF WORKING IN MULTILINGUAL SCHOOLS

Europe in the 21<sup>st</sup> century has entered the age of *superdiversity* (Vertovec, 2007)<sup>1</sup>. But despite growing numbers of students with diverse language histories attending school across Europe, systematic and structured professional education to prepare teachers and educational managers for work in multilingual schools is still relatively rare. Both initial teacher education and professional development for mainstream teachers tend not to problematise the language of schooling, assuming that all students are fully fluent, competent users of the language, in and out of the classroom. Even teachers with particular responsibility for supporting the linguistic development of students of migrant origin may have trained originally in other disciplines, such as teaching the language of schooling as a subject, teaching modern languages, or providing support for learning, and may have had little or no opportunity to adapt their existing knowledge to linguistically diverse classrooms. Few leadership education programmes for educational managers address the challenges of running a multilingual school, and thus managers are, typically, ill-equipped to deal with the complexities of language education policy and practice.

Professional development needs to address three significant areas:

### ***i) Supporting language acquisition and development***

There is a need to support students' linguistic acquisition and development, both in the language of schooling and in the other languages they use outside the school - as well as to those ('modern' or 'foreign' languages) they are learning at school, in line with the model set out in the *Common European Framework of Reference for Languages*. In many cases, this work is delegated to specialist teachers – those who specialise in teaching the language of schooling to learners with diverse language backgrounds and those who support students' continued progression, including, often, their acquisition of literacy, in their other languages.

Furthermore, it has long been recognised that all teachers in multilingual schools – whether generalists working across the curriculum with younger students or subject specialists working with older students – need enhanced awareness of the linguistic demands of the curriculum and sophisticated skills to make it accessible to students from a variety of language backgrounds, and at different stages of competence in the language of schooling. There is a long history of attention to *language and literacy across the curriculum* in Anglophone countries, addressing ways in which linguistic competence contributes to academic achievement in every school subject area; research in this field is usefully summarised by May & Wright (2007).<sup>2</sup> The implications are discussed in more detail in a companion paper (n° 2) in this series: *Languages of Schooling: Focusing on Vulnerable Learners*, putting forward the compelling argument that every teacher is a language teacher, not just the teacher of the language of schooling as a subject, or the specialist teacher who teaches the language of schooling to children of migrant origin. The idea and scope of literacy pedagogy can also be extended to include the concept of *multiliteracies*, to account for the 'the multifarious cultures that interrelate and the plurality of texts that circulate' (Cazden et al. 1996, 61)<sup>3</sup>.

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<sup>1</sup> Vertovec, S. (2007). Superdiversity and its implications. *Ethnic and Racial Studies*, 30 (6): 1024-1054. Vertovec defines superdiversity as : 'a dynamic interplay of variables among an increased number of new, small and scattered, multiple-origin, transnationally connected, socio-economically differentiated and legally stratified immigrants who have arrived over the last decade.'

<sup>2</sup> May, S., & Wright, N. (2007). Secondary literacy across the curriculum. Challenges and possibilities. *Language and Education*, 21 (5): 370-376.

<sup>3</sup> Cazden, C., Cope, B., Fairclough, N., Gee, J., Kalantzis, M., Kress, G., Luke, A., Luke, C., Michaels, S., & Nakata, M. (1996). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review*, 66 (1): 60-92.

Professional education must address all staff working in multilingual schools, not only the language specialists. Specialists will require detailed and specific professional education in language learning and teaching and in the challenges of delivering a language-rich education in multilingual schools at every stage of their careers. Mainstream staff in multilingual schools need support both to recognise that every teacher is a language teacher, and to understand how they can best fulfil this role.

### ***ii) Linking language and learning***

There is a need to make the connection between students' developing competence in the language of schooling and their broader educational progress and attainment. There has been a tendency in the past either to assume that when students with diverse language histories achieve a satisfactory level of competence in the language of schooling, their educational attainment will then match that of their peers who have been competent in this language from the outset; or alternatively, that lower educational attainment on the part of students with diverse language histories can be explained entirely on the basis of their lack of competence in the language of schooling. But there is now a substantial body of research to indicate that this is a more complex issue: see for example, Baker's discussion (2001)<sup>4</sup> of cognitive theories of bilingualism and the curriculum and García's review<sup>5</sup> (2009) of bilingual education pedagogy and practices.

Furthermore, students whose language histories are diverse in many cases also have more diverse educational histories. For example, they may have moved from one country to another in the course of their educational careers and as a result have had to shift their learning from one language to another. This is not simply a question of acquiring an alternative set of terms. Different countries may teach topics in a different order and they may prioritise different aspects of a particular topic. Pedagogical approaches may also vary very substantially. The change of language can make it difficult for students to make the connection with what they learned before. Schools which prioritise only the language of schooling and place little or no value on students' continued progression in their other languages may exacerbate this difficulty, effectively cutting students off from prior learning. There can be similar barriers for students who attend both mainstream schools where they study via the language of schooling and complementary schools<sup>6</sup>, in the evenings or at weekends, to develop competence in their other languages and study topics of cultural significance to their communities through these languages. However, where teachers and educational managers recognise students with diverse language histories as having additional linguistic and educational resources to draw on, and are able to develop pedagogical approaches which value these, there is a greater chance of engaging these

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<sup>4</sup> Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism*. 3<sup>rd</sup> Edition. Clevedon, Avon: Multilingual Matters. (Chapter 8)

<sup>5</sup> García, O. (2009). *Bilingual Education in the 21<sup>st</sup> Century: A Global Perspective*. Oxford: Wiley-Blackwell. (Chapter 13)

<sup>6</sup> Complementary schools run outside school hours to provide opportunities for children from particular cultural groups to learn about issues of relevance which may not be covered in mainstream schooling. This typically includes the language associated with the cultural group, but often, also religious education or forms of artistic expression associated with the cultural group. Such schools may be supported by foreign governments (e.g. the Italian government has sponsored classes and schools across Europe for children of Italian origin to study the language, access books, films and other forms of cultural expression in Italian and, in some cases, participate in religious activities in Italian); they may be sponsored by the national or local government of the country in which the children live (this is common in Scandinavia where 'mother tongue' classes after school are often provided by the municipality for immigrant children); or they may be set up independently by the cultural group in question (for example, there are Chinese schools in several European countries designed to ensure that children of Chinese descent have the opportunity to become literate in Chinese, to participate in cultural activities such as calligraphy or playing Chinese musical instruments, and, in some cases, to learn Mandarin in addition to the variety of Chinese they already know).

students and of improving attainment levels as a result. Rassool (2004: 205)<sup>7</sup> argues that multiple identities and cultural hybridity may become empowering for children if linguistic diversity is sustained and linguistic possibilities are opened up. She views multilingualism as a form of cultural capital and that transmigratory peoples are engaged in a continually evolving 'process of self-definition and self-identification'.<sup>8</sup>

Professional education for serving teachers and for those preparing for leadership in multilingual schools therefore needs to address the connections between language and learning to develop effective educational programmes which not only minimise the possible disadvantages of disrupted educational careers but also build on the potential benefits of diverse experiences and linguistic competences.

### ***iii) Language policy and social justice***

The philosophy underlying provision to support all students' developing plurilingualism needs to draw on wider debates on social justice in education, as discussed in the opening paper. However, although all European educational institutions will subscribe to fundamental democratic values, including social inclusion, social cohesion and respect for diversity, teachers and educational managers have to address quite specifically the ways in which these values apply in the context of a multilingual school. Training and professional development in this field tends to focus on ethnicity, culture and religion rather than language; and language issues perhaps create greater challenges because of the number of choices, some mutually exclusive, which the context may present.

For example, one interpretation of the social cohesion agenda might be that students are expected to use the language of schooling at all times in school. This would mean that no conversations could be conducted, or texts used, in languages which only some people know (leaving others, perhaps, feeling excluded); and such a rule might also contribute to a sense of shared identity, given that the use of many different languages might, conversely, contribute to a sense of social fragmentation. But such an approach could also run counter to social inclusion perspectives: insisting that all pupils use the language of schooling when not all are fluent speakers or have developed literacy in this language will prevent some voices from being heard; and could also be interpreted as meaning that the language of schooling is the only language of value. It is a small step from insisting that the language of schooling is used at all times in the school to recommending to parents that it is used at home too, so that students from homes where other languages are used do not feel at a disadvantage at school. But clearly, such an expectation would contradict families' human rights (to use the language of their choice in their own homes) and indeed negate other activities promoting plurilingualism.<sup>9</sup>

Professional education needs to address issues of language policy in the context of the school, so that teachers and educational managers can respond sensitively to questions of which languages can or should be used in which contexts, for which purposes, and by whom, whether in classrooms or in communal areas within the school.

<sup>7</sup> Rassool, N. (2004). Sustaining linguistic diversity within the global cultural economy: issues of language rights and linguistic possibilities. *Comparative Education*, 40 (2): 199-214.

<sup>8</sup> See also the discussion concerning the Council of Europe's White Paper on Intercultural Dialogue, *Living together as equals in dignity* (2008) in the companion *Concept Paper* for this series.

<sup>9</sup> For further discussion of the right to the use of the 'mother tongue' within and outside education, see in particular the Council of Europe Parliamentary Assembly recommendation on [The place of the mother tongue in school education](#) and the [reply from the Committee of Ministers](#) (www.coe.int → Parliamentary Assembly → Adopted texts → Recommendation 1740 (2006))

## **The resources**

This section collates existing resources which can be used to support teachers and managers working in multilingual schools. All staff will need professional development addressing the three key areas identified above – supporting students’ linguistic development, linking language and learning, and devising and implementing school language policies in the context of the social justice agenda. Different kinds of professional education will be required, depending on their role and on career stage. For these reasons, the resources collated here have been categorised according to the different areas they address, and to the categories of educational professionals for whom they are likely to be most useful.



<b>Areas of professional development</b>  <b>Target groups</b>	<b>A:</b> <b>Supporting language acquisition and development</b>	<b>B:</b> <b>Linking language and learning</b>	<b>C:</b> <b>Language policy and social justice</b>
<b>I: Specialists</b>			
1. Bilingual assistant	6, 11, 17, 18, 20, 27, 33, 38, 41, 42, 45, 46, 47	6, 11, 18, 20, 27, 33, 38, 41, 42, 45, 46, 47	11, 17, 18, 20, 23, 27, 33, 38, 41, 42, 45, 46
2. Language of schooling subject teacher	2, 4, 5, 6, 10, 11, 13, 14, 14, 16, 19, 26, 27, 28, 29, 32, 33, 37, 39, 42, 45, 46	2, 5, 6, 11, 14, 16, 22, 26, 27, 28, 29, 32, 33, 36, 39, 41, 42, 45, 46, 49	2, 4, 7, 10, 11, 12, 13, 21, 23, 26, 27, 28, 30, 33, 34, 36, 39, 41, 42, 45, 49
3. Language of schooling teacher to those learning this as an additional language	2, 5, 6, 8, 10, 14, 17, 19, 26, 27, 29, 32, 33, 41, 42, 45	2, 5, 6, 14, 22, 26, 27, 29, 32, 33, 36, 41, 42, 45	2, 10, 12, 17, 23, 26, 27, 33, 36, 41, 42, 45
4. Teacher of other languages	1, 3, 4, 5, 6, 7, 9, 10, 14, 17, 18, 19, 20, 21, 22, 25, 27, 29, 30, 31, 32, 33, 34, 35, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47	5, 6, 14, 18, 20, 22, 27, 29, 32, 33, 36, 38, 39, 41, 42, 45, 46, 47	4, 7, 10, 12, 17, 18, 20, 21, 23, 24, 27, 30, 31, 33, 34, 36, 38, 39, 41, 42, 45, 46
5. Subject leader for language(s)	1, 2, 3, 4, 5, 6, 7, 9, 10, 17, 18, 19, 20, 21, 22, 25, 26, 27, 29, 31, 32, 33, 34, 35, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47	2, 5, 6, 18, 20, 22, 26, 27, 29, 32, 36, 38, 39, 42, 46, 47	2, 4, 7, 10, 12, 17, 18, 20, 21, 23, 24, 26, 27, 30, 31, 33, 34, 36, 38, 39, 41, 42, 45, 46
<b>II: Mainstream</b>			
6. Classroom assistant	11, 26, 27, 32, 33, 37, 38, 41, 45, 46, 48, 49	11, 26, 27, 32, 33, 38, 41, 45, 46	2, 11, 13, 23, 26, 27, 33, 38, 41, 45, 48, 49
7. Pre-school/ Primary teacher	2, 5, 6, 8, 10, 11, 13, 14, 14, 19, 26, 27, 28, 29, 32, 33, 35, 37, 40, 41, 45, 46, 48	2, 5, 6, 11, 14, 22, 26, 27, 28, 29, 32, 33, 36, 40, 45, 46	2, 10, 11, 12, 13, 23, 26, 27, 28, 33, 36, 40, 45, 48
8. Secondary teacher	2, 4, 5, 6, 10, 11, 13, 14, 14, 16, 19, 26, 27, 28, 29, 32, 33, 37, 39, 42, 45, 46, 49	2, 5, 6, 11, 14, 16, 22, 26, 27, 28, 29, 32, 33, 36, 39, 41, 42, 45, 46, 49	2, 4, 7, 10, 11, 12, 13, 21, 23, 26, 27, 28, 30, 33, 34, 36, 39, 41, 42, 45, 49
9. Learning support teacher	2, 6, 10, 14, 15, 27, 33	2, 6, 14, 27, 33	2, 6, 10, 14, 23, 27, 33

<b>III: Management, monitoring &amp; support</b>			
10. Senior manager/ headteacher	2, 5, 10, 11, 13, 14, 26, 27, 28, 37, 38, 39, 40, 41, 45, 48, 49	2, 5, 11, 22, 26, 27, 28, 36, 38, 39, 40, 41, 45, 48, 49	2, 4, 7, 10, 11, 12, 13, 21, 23, 26, 27, 28, 30, 34, 36, 38, 402c, 3, 41, 45, 48, 49
11. Governor	1, 3, 4, 7, 9, 17, 6, 20, 21, 22, 25, 28, 30, 31, 34, 35, 43, 44, 46, 47, 48, 49	18, 20, 22, 28, 36, 46, 47, 48, 49	1, 4, 7, 12, 17, 18, 20, 21, 23, 24, 28, 30, 31, 34, 36, 46, 48, 49
12. Inspector	1, 2, 3, 4, 7, 9, 21, 22, 25, 30, 31, 34, 35, 43, 44, 46, 48, 49	2, 22, 36, 46, 48, 49	1, 2, 4, 7, 12, 212, 23, 24, 30, 31, 34, 36, 46, 48, 49
13. Adviser	3, 4, 7, 9, 17, 18, 20, 21, 22, 25, 28, 30, 31, 34, 35, 37, 38, 39, 41, 43, 44, 45, 46, 47, 48, 49	18, 20, 22, 28, 36, 38, 39, 41, 45, 46, 47, 48, 49	1, 4, 7, 12, 17, 18, 20, 21, 23, 24, 28, 30, 31, 34, 36, 38, 39, 41, 45, 46, 48, 49
<b>IV: Teacher educators</b>			
14. Lecturer in teacher education	2, 4, 5, 7, 10, 11, 15, 16, 20, 21, 25, 26, 27, 28, 29, 30, 31, 34, 35, 38, 39, 40, 45, 46, 47, 48, 49	2, 5, 11, 16, 20, 21, 26, 27, 28, 29, 34, 35, 36, 38, 39, 40, 46, 47, 48, 49	2, 4, 5, 7, 10, 11, 12, 20, 21, 23, 24, 26, 27, 28, 30, 31, 34, 35, 36, 38, 39, 40, 46, 48, 49

## RESOURCES

### 1. Asset Languages (A: 4, 5, 11, 12, 13) (C: 11, 12, 13)

<http://www.assetlanguages.org.uk/><sup>10</sup>

Asset Languages is a voluntary assessment scheme, which supports the *National Languages Strategy* in England by providing recognition of achievement and associated accreditation options, against the *Languages Ladder*, a model of progression in language learning devised by the Department for Children, Schools and Families (DCSF)<sup>11</sup> and linked to the CEFR. The scheme allows pupils to develop unique languages profiles, by separately assessing the four skill areas: listening, speaking, reading and writing. It is built around an adaptable combination of teacher assessment and external assessment, offering classroom-based ‘assessment for learning’ and demand-led external testing, throughout the year. Asset languages qualifications are available in twenty-five languages and can be used by learners of all ages and attainment levels. The languages included in the scheme are: Arabic, Bengali, Cantonese, Cornish, French, German, Greek, Gujarati, Hindi, Irish, Italian, Japanese, Mandarin, Panjabi, Polish, Portuguese, Russian, Somali, Spanish, Swedish, Tamil, Turkish, Urdu, Welsh and Yoruba. The Asset Languages website provides a range of information including specifications and sample material for each language as well as grade descriptors in the form of ‘Can Do’ statements.

Language: English

### 2. CASNAV (Centre Académique pour la Scolarisation des Enfants Nouvellement Arrivés en France et des Enfants du Voyage) (A: 2, 3, 5, 7, 8, 9, 10, 12, 14) (B: 2, 3, 5, 7, 8, 9, 10, 12, 14) (C: 2, 3, 5, 7, 8, 9, 10, 12, 14)

The CASNAVs are the main educational centres, part of the French Ministry of Education, dedicated to answer the needs of school students who are beginning to learn French as their language of schooling or who have not been schooled previously. They are run under the responsibility of the “Inspecteur d’Académie” and each Académie (or regional local authority) in France hosts a CASNAV. An official ministerial text outlines their organization and their objectives: [B.O. spécial N°10 du 25 Avril 2002](#)<sup>12</sup>

The CASNAVs’ objectives are threefold: they are resource centres for schools and educational institutions, specialised centres for the educational community and personnel in charge of educational matters, mediation centres for families, parent-teachers associations and institutional partners. Their main mission is to help children learning French as the language of schooling to integrate in the French school system as quickly as possible, to provide assessment tools to evaluate their previous academic knowledge and their literacy level in their additional languages, and to offer pedagogical materials to teachers, whether specialized or not in the teaching of French as the language of schooling. Some of these centres, such as the one in Paris for example, provide professional development courses for teachers, others devote themselves, as in Strasbourg, to producing bilingual booklets for parents explaining the school system in France, others again, as in Besançon organise international conferences on the schooling of Roma children.

All CASNAV centres have websites, offering various pedagogical tools online and some publish bi-monthly bulletins detailing their activities.

Paris: <http://casnav.ac-paris.fr>  
Créteil: <http://casnav.ac-creteil.fr>

Besançon: <http://www.ac-besancon.fr>  
Strasbourg: <http://cravie.ac-strasbourg.fr>

<sup>10</sup> Unless otherwise indicated, all websites were checked on 30 June 2010

<sup>11</sup> The DCSF was renamed Department for Education (DfE) on 12 May 2010 following the change of government in the UK. The site may be subject to changes due to new Government policy.

<sup>12</sup> <http://www.education.gouv.fr/bo/2002/default.htm>

**Les Cahiers Ville École Integration** are volumes published nationally by the various CASNAVs in France. Since 2003, 9 volumes have been published and all deal with the learning needs of students learning French as the language of schooling.

The second volume published in 2004 addresses the language needs of children who first arrive in the French school system and how to teach the language of schooling from the start in a multilingual classroom. Edited by Denis Leroy and Jean-Pascal Collegia it is entitled *La langue des apprentissages. Premiers pas dans le français à l'école*. The book is full of photographs of real classroom situations with children who are beginning to learn French and their teachers. It contains ten parts which start with welcoming the new student in class and then focus on teaching reading and speaking skills in the French class, then in mathematics, geography, arts, science and technology, history, sports, civics and music. Concrete summaries of what students need to learn in order to function efficiently in the mainstream classroom are offered and activities in different school subjects are the very basis on which the language of schooling is developed, i.e.; in a highly contextualized transdisciplinary approach, including the language needed in the playground, how to work in the library. Approaches to student tutoring are suggested, and meetings with parents modelled. The volume is extremely useful for teachers who might feel helpless faced with students who are just beginning to learn French. It provides many examples of realistic pedagogical activities to be carried out at primary level and useful cultural notes to understand children from diverse cultural and ethnic backgrounds.

For the other very useful volumes see website at:

<http://www.sceren.fr/vei/cahiers/accueil.htm>

Language: French

### 3. Centre for the Advanced Study of the Arab World (CASAW) (A: 4, 5, 11, 12, 13)

<http://www.casaw.ed.ac.uk/>

This consortium of the Universities of Edinburgh, Manchester, and Durham, established in 2006, aims to support the growth of Arabic teaching in the UK and to extend links with the Arabic speaking world. Although mainly focused on the study of Arabic at tertiary level, developments at school level are also considered and many of the resources offered on three websites linked to the centre are valuable for colleagues working in schools:

(1) *eArabic Learning Portal*

<http://www.v-arabic.com/> (under construction 30 June 2010)

<http://www.e-arabic.com/>

The eArabic Learning Portal is a growing online directory which contains home-grown and third-party e-Learning resources, tools and projects developed at CASAW with the aim of enhancing classroom learning and enabling remote learning of Arabic as a foreign language. These include:

- podcast-lessons,
- e-Quizzes and e-tests
- audio-visual e-flashcards for vocabulary and grammar rules;
- video resources
- live radio and TV
- visual digital realia resources (i.e. digitised real-life items of the target language and culture).
- iPod Applications for learning Arabic
- online translation tools

(2) *Visual Arabic Library (VAL)*

<http://www.v-arabic.com/vra>

The Visual Arabic Library is a growing library of realia (i.e. real-life) images/videos to improve the visual learning of the Arabic language

(3) *As the Arabs Say...* العَرَبُ قَالَتْ كَمَا

<http://www.v-arabic.com/aas/>

*As the Arabs Say ...* is an online audio portal to Arabic quotes and podcast-lessons for learners of Arabic, selected, podcasted and interpreted by Mourad Diouri. Using a variety of multi-media e-learning tools and resources *As the Arabs Say ...* is an initiative to enhance understanding of the Arabic language and culture by exploring a wealth of carefully selected Arabic quotes, sayings and proverbs that authentically reflect the way many Arabs live and think.

(4) *e-Arabic Teachers Network*

<http://v-arabic.net/>

This is a dedicated social and professional network for anyone involved in Arabic language teaching, research or support. EatNet is a place where Arabic teaching professionals support each other. It aims to promote sharing of ideas, classroom experiences, good practice, and teaching resources. This site, combined with others supported by CASAW, is important because it highlights the possibilities of e-Learning in the context of teacher professional development as well as in the delivery of blended modes of course delivery.

Language: English

**4. CILT, the National Centre for Languages (A: 4, 6, 11, 12, 13, 14) (C: 2, 4, 5, 8, 10, 11, 12, 13, 14)**

<http://www.cilt.org.uk/home.aspx>

CILT, the National Centre for Languages in England, aims 'to influence policy, spread best practice and to support the development of language professionals'. A range of resources and professional development support is provided on its website, some relevant for all language teachers, some more targeted towards teachers of specific languages, including teachers of additional (or 'community') languages. The centre has contributed to the development of European policy on plurilingualism and its *Positively Plurilingual* document (2006) can be downloaded from the website:

[http://www.cilt.org.uk/community\\_languages.aspx](http://www.cilt.org.uk/community_languages.aspx)

CILT has also developed two European Language Portfolios the [Junior European Languages Portfolio](#) and the [ELP for Adult and Vocational Language Learners](#) which are available to buy or download from the site.

With regard to additional languages, CILT has published *Curriculum Guides* for nine languages developed at Goldsmiths, University of London (Arabic, Chinese – Cantonese and Mandarin, Gujarati, Panjabi, Somali, Tamil, Urdu, Yoruba).

It also publishes the *Community Languages Bulletin* which is accessible through its website and provides information on new initiatives, good practice, professional development, research and resources relevant to the teaching of additional languages:

[http://www.cilt.org.uk/keep\\_in\\_touch/newsletters/community\\_languages.aspx](http://www.cilt.org.uk/keep_in_touch/newsletters/community_languages.aspx)

The Centre runs professional development courses and conferences and works in partnership with other key organisations on major projects such as *Our Languages* (see below.) The *Community Languages Email Forum*, hosted by CILT, is a network providing information,

support, professional development at all levels and facilitating networking among colleagues teaching additional languages:

<http://www.mailtalk.ac.uk/cgi-bin/webadmin?A0=community-languages>

Language: English

**5. CLIL across contexts: A scaffolding framework for CLIL teacher education (A: 2, 3, 4, 5, 7, 8, 10, 14) (B: 2, 3, 4, 5, 7, 8, 10, 14)**

<http://clil.uni.lu/CLIL/Home.html>

The website was set up as part of a three-year Socrates-Comenius project across six countries investigating content and language integrated learning (CLIL) across contexts and creating a scaffolding framework for teacher education. The project proposes a model for teacher education based on classroom observation and research in the area of bilingual education and learning. The site presents key ideas of the project including teacher cooperation, classroom interaction and scaffolding for CLIL situations. The site contains on-line resources and development activities for teacher educators divided into 8 areas of CLIL teacher education: learner needs; planning; multimodal teaching and learning; interaction; subject literacies; evaluation/assessment; cooperation and reflection; context and culture.

Language: English

**6. Collaborative Learning (A: 1, 2, 3, 4, 5, 7, 8, 9) (B: 1, 2, 3, 4, 5, 7, 8, 9)**

<http://www.collaborativelearning.org/>

*Collaborative Learning* was originally funded and supported by the Inner London Education Authority (ILEA) to promote teacher action research into collaborative learning. The website is now owned and run by teachers and works with a network of teaching professionals across the European Union. The aim of the site is to promote inclusive education through the development and dissemination of cross-phase and cross-curricular talk-for-learning activities. The resources on the website include group talk activities that provide scaffolding for learning the language of schooling; strategies for creating classrooms where additional languages can be used to support learning; and a section on 'Literacy/Language Arts Activities'. All the resources can be used directly, or as templates to develop new activities. The *Collaborative Learning Project* helps to run continuing professional development workshops for teachers to try out collaborative learning materials and develop new materials for the website.

Language: English

**7. Community Languages Australia (A: 4, 5, 11, 12, 13, 14) (C: 2, 4, 5, 8, 10, 11, 12, 13, 14)**

<http://www.communitylanguagesaustralia.org.au/>

Community Languages Australia plays a key role in the creation, maintenance, and profile of Australia's over 1,000 community language schools, who provide language maintenance in 69 languages to in excess of 100,000 school age children. As well as key policy documents, the site contains a range of teaching and teacher professional development resources produced in different states within Australia.

Language: English

## 8. Comparons nos langues (A: 3, 7)

<http://www.cndp.fr/Produits/detailsimp.asp?id=72591>

This is a 23' pedagogical film, produced by Nathalie Auger in 2005, for French teachers and teacher educators working with children who need to acquire French as the language of schooling. The film shows a teacher implementing a comparative approach towards the different languages spoken by a small group of students in a multilingual classroom. The students are thus engaged in metalinguistic activities designed to encourage them to reflect on how language works and to help them to learn the French language better. The film offers several examples of pedagogical strategies designed to explore different formal aspects of language and it also argues for the importance of giving these young learners an opportunity to show their expertise in class and to see their additional languages as subjects of study alongside the language of schooling. Filmed over two years with the same children, one sees the students reflecting on their own learning of the language of schooling and how a plurilingual learning situation has been transformed into a resource for the students and their teachers.

A pedagogical booklet detailing the activities and explaining their didactic context accompanies the DVD which was published by SCEREN<sup>13</sup>, CRDP<sup>14</sup>, Académie de Montpellier (Montpellier education authority)

Language: French

## 9. Confucius Institutes (A: 4, 5, 11, 12, 13)

<http://www.chinese.cn/>

Supported by the Office of Chinese Language Council International (Hanban) in response to growing interest in Chinese language and culture, there are now over 290 Confucius Institutes worldwide, more than 80 of which are located across Europe. Performing a similar role to the British Council, the Alliance Française and the Goethe Institut, a major part of the Confucius Institutes' work is to provide professional development support for teachers of Chinese. While mainly focusing on the teaching of Chinese as a foreign language, many of the teaching ideas and resources being developed are also relevant to teachers of Chinese as an additional language.

One of the ways that good practice is being shared across schools in the UK is through the establishment of *Confucius Classrooms* in different regions. These are schools which are recognised as centres of excellence in the teaching of Chinese. They are expected 'to develop their own regional networks of schools which are teaching Chinese and about China and to function as a regional hub, playing a coordinating role for regional sharing of experience around Chinese and China.' The initiative is being managed in England by the Specialist Schools and Academies Trust:

<https://www.ssatrust.org.uk/pedagogy/networks/chinese/about/Pages/confuciusinstitute.aspx>

Whilst many individual Confucius Centres have their own websites, there is also a central site managed by the Hanban/Confucius Institute Headquarters where a range of resources to support teachers is provided.

Language: English

<sup>13</sup>: Services Culture Editions Ressources pour l'éducation nationale (SCEREN)

<sup>14</sup> Centre national de documentation pédagogique (CRDP)



**10. CREADE (Centro de Recursos para la Atención a la Diversidad Cultural en Educación) (A: 2, 3, 4, 5, 7, 8, 9, 10, 14) (C: 2, 3, 4, 5, 7, 8, 9, 10, 14)**

<https://www.educacion.es/creade/index.do>

CREADE, (Centre for Resources to Support Cultural Diversity in Education), is a professional development website for teachers in Spanish schools, supported by the Spanish Ministry of Education. Within a broad context of professional development to support teachers' work in the context of migration, intercultural understanding, democracy and participation, and human rights, the site provides professional development materials and resources for the teaching of Spanish as the language of schooling and for Moroccan Arabic and Portuguese as additional languages. There are links to regional centres which contain information about local professional development courses

Main language: Spanish

Elements of the site are glossed in: Arabic, Basque, Bulgarian, Catalan, English, French, Galician, German, Italian, Portuguese, Romanian

**11. DCSF National Strategies: EAL (A: 1, 2, 6, 7, 8, 10, 14) (B: 1, 2, 6, 7, 8, 10, 14) (C: 1, 2, 6, 7, 8, 10, 14)**

<http://nationalstrategies.standards.dcsf.gov.uk/inclusion/ethnicitysocialclassandgenderachievement/englishasanadditionallanguage>

The Department of Children, Schools and Families (DCSF)<sup>15</sup> *National Strategies: EAL* website is one of the national professional development programmes for early years, primary and secondary professionals in England. The site includes the *New Arrivals Excellence Programme* with cross-phase resources for learning and teaching. The site is divided into five sub-sections: new arrivals; community languages; subject specific guidance; advanced learners; and general guidance. There is a link to related downloadable publications and web pages that have been developed by the *National Strategies* initiative to help raise attainment in schools. There is a range of resources to support the learning of English as the language of schooling, which are cross-curricular and cross-phase, including guidance for practitioners in the Early Years Foundation stage; raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils; and modules on ensuring the attainment of more advanced learners of English as the language of schooling (including developing academic language and register) to be used for continuing professional development and initial teacher training. This site aims to promote the development of provision for learners of English as the language of schooling and implement school language policies.

Language: English

**12. Diversité Ville –École-Intégration (C: 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14)**

<http://www.sceren.fr/RevueVEI/accueil.htm>

This journal, created in 1973 (formerly called *Migrants Formation*) with 4 issues per year is published by the SCEREN network. The topics dealt with in the journal include urbanisation, schooling, immigration and integration. The approach of most articles is pluridisciplinary and a plurality of voices from various research fields is visible. The journal is aimed mostly at the educational community and in particular to actors working in sensitive environments.

Language: French

<sup>15</sup> The DCSF was renamed Department for Education (DfE) on 12 May 2010 following the change of government in the UK. The site may be subject to changes due to new Government policy.



**13. Éducation et ouverture aux langues à l'école (Vol. 1 & 2) (A: 2, 7, 8, 10)  
(C: 2, 7, 8, 10)**

C. Perregaux, C. de Goumoëns, D. Jeannot, & J.F. de Pietro:  
*Conférence intercantonale de l'instruction publique de la Suisse Romande et du Tessin,*  
Secrétariat Général, Suisse (2006).

This pedagogical kit produced in French-speaking Switzerland offers a wide variety of language awareness pedagogical activities designed for primary and lower secondary school learners. Approximately 70 different languages are used in the different activities designed to develop what the authors refer to as a "culture" or knowledge of plurilingualism from the start of schooling, so that classrooms become a place of plurilingual socialisation, where students can share their knowledge of their various languages and acknowledge bilingualism. The kit comprises two volumes each including a teachers' book detailing all the activities, two CD-Roms with many examples of recorded languages, and two folders including photocopiable documents. The kit also includes a brochure with a glossary of the 69 languages present in the activities and a thematic lexicon in the 20 main languages spoken by students in Switzerland. The pedagogical approach is heuristic and favours a comparative approach to language functioning based on the premise that metalinguistic reflection will support the acquisition of the language of schooling. The very wide choice of languages makes it an invaluable resource for teachers who wish to include their students' languages in their literacy activities. The kit has been designed with teachers without basic knowledge of linguistics in mind and provides an excellent opportunity for them to learn with their pupils about linguistic and cultural diversity in the world.

Language: French

**14. Edu Comics Project (A: 2, 3, 4, 7, 8, 9) (B: 2, 3, 4, 7, 8, 9)**  
<http://www.educomics.org/>

The Edu Comics website was created through a European Union Comenius education project and supports teachers' understanding of how technology can contribute to courses. The site aims to show educators how online comics can be used in the classroom to enhance learning and use technology in a practical and creative way. The site contains multimedia training materials for teachers to use (text, images, audio and video). The site has a section under materials that includes powerpoint slides on the use of comics in the classroom; and resources on pedagogical strategies and activities. Web comics can be used across curricular areas and there is a section on lesson plans. The website has a section on tools that contains programs such as ComicLab that allows the creation of dynamic web comic books. Web comics is a plurimedia medium that educators can develop in innovative ways to teach the language of schooling in multilingual classrooms.

Languages: English, Greek, Italian, Spanish

**15. Enfants Bilingues: Le portail du bilinguisme (A: 2, 7, 8, 9, 10, 14)**  
<http://www.enfantsbilingues.com/>

This website has been developed by Barbara Abdelilah Bauer to give information to teachers, educationalists, social workers and parents about bilingualism in the family context. There are several sections offering advice on how to bring up children with two languages, resources for families, a glossary, some testimonies of families and press releases about research on bilingualism. The relevance of this website is that it answers many fears related to bilingualism in relation in particular to widespread attitudes amongst teachers in France that bilingualism developed in the home context might have a negative effect on the development of the French language. The website includes many examples of case studies with a wide range of additional languages, but all languages are treated equally, thus counterbalancing a common perspective

favouring prestigious forms of bilingualism, developed at school with dominant European languages, as opposed to bilingualism, developed at home with other languages.

Language: French

**16. English and Media Centre (A: 2, 8, 14) (B: 2, 8, 14)**

<http://www.englishandmedia.co.uk>

The English and Media Centre (EMC) provides publications and professional development for teachers and students of literature, language and media in the UK and internationally. The EMC has produced many resources on support for language study including a DVD on Child Language Acquisition; a DVD with video data for investigating a wide range of varieties of spoken English; and *Grammaticus* to develop students' knowledge about language. There is also a collection of teaching resources *English Allsorts* and an online library of resources. A pilot site *The Poetry Site* has been funded as part of this website. This site provides links to a range of poets reading their work on video with film and graphics. The site covers a range of topics, including 'Language'. Poets explore poems in translation; accents and dialects; bilingualism; language and identity; and belonging.

Language: English

**17. Eurolog-Ireland (A: 1, 3, 4, 5, 11, 13) (C: 1, 3, 4, 5, 11, 13)**

<http://www.eurolog-ireland.org/index.php?q=node/20>

Eurolog-Ireland is a charity association of Russian organisations (language schools and cultural centres) for children from migrant families who would like to maintain their Russian heritage and language in Ireland. The association provides informational and educational support. It aims to promote the integration of the Russian community into Irish society.

<http://www.eurolog-ireland.org/index.php?q=node/26>

This section of the website provides a list of centres and Russian-language clubs that the association helps in Ireland.

<http://www.eurolog-ireland.org/index.php?q=node/106>

This part of the site is in Russian and includes useful links for teachers and parents to support migrant children's maintenance of the Russian language and development of the English language. There are different teaching and language resources in Russian and English, and links to language centres across Europe.

Languages: English and Russian

**18. Fundação Calouste Gulbenkian (A: 1, 4, 5, 11, 13) (B: 1, 4, 5, 11, 13)  
(C: 1, 4, 5, 11, 13)**

<http://www.gulbenkian.pt/educacao>

The Calouste Gulbenkian foundation is a charitable foundation that supports cultural, educational, social and scientific development. The foundation aims to be innovative, international and independent from government and statutory agencies. It is based in Lisbon, but has centres in Paris and London. It provides support for educational projects, including the development of Portuguese culture and language abroad. These projects include programmes to support the professional development for teachers supporting children with Portuguese as an additional language. The website has an area called 'activities and support' (actividades e apoios) that provides useful online resources for teachers and educators from sites such as the Calouste Gulbenkian Museum; the Library of Art; and the Centre for Archives. The Centre for Archives (Centro de Documentação) contains an on-line catalogue and links to publications on education,

culture and language. The education section has a link to 'reading' (Leitura Gulbenkian/ casa da leitura) with resources on Portuguese texts ranging from pre-readers to independent readers.

Language: Portuguese

**19. L'Harmattan Jeunesse (A: 2, 3, 4, 5, 7, 8)**

<http://editions-harmattan.fr/jeunesse/index.asp>

*L'Harmattan* is a well-known publisher in France for academic books and specialised collections. *L'Harmattan Jeunesse* specialises in children's books and mostly traditional tales, and is a valuable resource for teachers and educators because it offers a very rich collection of bilingual (and in some cases trilingual or quadrilingual) traditional tales for children. The wide choice of languages is highly impressive and the books are beautifully illustrated. Many rare languages and languages in danger from all over the globe are present, whether from Africa, Latin America, The Pacific or the Indian Ocean, The Middle East or the Caribbean, etc. For example a recent publication offers a traditional tale from Guyana in four languages: Creole, French, Portuguese and Palikur. The books are inexpensive, making it easy for a school to build a collection, which would answer the literacy needs of its multilingual population. These books are an invaluable resource to support biliteracy in many languages and to link home and school cultures. They offer teachers the opportunity to include in their literacy teaching languages that they do not know but which might be spoken in their students' homes or be part of their cultural heritage. An invaluable resource for teachers to learn about the wealth of languages in the world and to make them aware they should also educate their students to linguistic sustainability.

Language : French

**20. Instituto Camões (A: 1, 4, 5, 11, 13, 14) (B: 1, 4, 5, 11, 13, 14)**

**(C: 1, 4, 5, 11, 13, 14)**

<http://www.instituto-camoes.pt/>

Instituto Camões (IC) is the Portuguese agency for external cultural and educational policy and promotes Portuguese culture and language abroad (230 HE institutions in 64 countries). Its main focus is the teaching of Portuguese and culture at University level. One of the main strategies of the institute is to train teachers of Portuguese as a Second language. It also promotes the continuous training of teachers of Portuguese abroad for students of primary and secondary education. The website contains a digital library (Biblioteca Digital Camões) with free downloadable texts and documents on culture and language for teacher educators. There is also a virtual learning area (Centro Virtual Camões) on the website that is divided into 5 areas: learning; knowledge; teaching; translation; and distance learning. Each of these areas contains online resources on Portuguese culture and language.

Language: Portuguese

**21. The Languages Company (A: 4, 5, 11, 12, 13, 14) (C: 4, 5, 7, 10, 11, 12, 13, 14)**

<http://www.languagescompany.com/>

The key role of The Languages Company is to support delivery of government policy on language teaching in England. However, it is also involved in a number of projects and initiatives related to pedagogy and policy and provides access to key information and resources. The document *Towards an integrated curriculum – CLIL National Statement and Guidelines* was published in 2009 and can be downloaded from the site.

A 2009-10 project being carried out with the London School of Economics is *Languages in Europe – Theory, Policy and Practice*. The project focuses on conditions which favour policies on multilingualism and the obstacles to their success, looking in particular at two issues:

- Languages and Social Cohesion
- Languages and Intercultural Communication/Employability

Language: English

**22. Languages ICT (A: 4, 5, 11, 12, 13) (B: 2, 3, 4, 5, 7, 8, 10, 11, 12, 13)**  
<http://www.languages-ict.org.uk/>

The Languages ICT website has been developed by CILT, the National Centre for Languages with the Association for Language Learning (ALL), in England. It is both a gateway signposting existing resources and a bank of new materials for supporting teachers of languages in their use of ICT. The site provides guidance on setting up computers for non-Roman scripts as well as searchable database of useful ideas, case studies and lesson plans of relevance to teachers of additional as well as foreign languages.

Language: English

**23. Languages in Europe: Theory, Policy, Practice (C: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)**  
<http://www.letpp.eu/>

A 2009-10 project being carried out by The London School of Economics and Political Science (LSE) in partnership with The Languages Company (TLC) (see above). The project focuses on conditions which favour policies on multilingualism and the obstacles to their success, looking in particular at two issues:

- Languages and Social Cohesion
- Languages and Intercultural Communication/Employability

Podcasts and notes from the seminars are available on the website and constitute useful background information for teachers working in multilingual classrooms.

Language: English

**24. London Education Research Unit (LERU) (C: 4, 5, 11, 12, 13, 14)**  
<http://www.leru.org.uk/>

The London Education Research Unit, part of the Institute of Education at the University of London conducts research, collects data and co-ordinates knowledge networks relating to educational issues of relevance to London, to inform decision-making and practice at all levels. It identifies multilingualism and cultural and ethnic diversity as two key issues for the city's schools, and provides links to information, statistics, policy documents and research, for education professionals.

Language: English

**25. Multilingual Learning (Goldsmiths, University of London, Department of Educational Studies (A: 4, 5, 11, 12, 13, 14)**  
<http://www.gold.ac.uk/clcl/>

This site reports on recent research within the department's Centre for Language, Culture and Learning, but also contains professional development resources related to projects. These include online versions of *Curriculum Guides* for Arabic, Chinese (Mandarin), Panjabi, Tamil and Urdu developed at Goldsmiths and published by CILT, the National Centre for Languages (see above).

Goldsmiths is well-known for its initial teacher education courses in languages at primary and secondary levels. Building on the success of the long-standing one year secondary post-graduate course for French, German and Spanish, in 2002 a ground-breaking 'flexible' course was introduced for specialists in Arabic, Chinese (Mandarin), Panjabi and Urdu. This course, which combines face to face teaching with supported self-study, has proved successful in addressing some of the issues involved in providing for teachers of less widely taught languages. These include: recognition of past experience; development of appropriate pedagogical models for working with learners who have a background in the language and culture as well as those learning from scratch; development of resources to support professional development; building a network of partner schools (including supplementary/complementary schools); and professional development of school mentors.

Language: English

**26. Multiverse (A: 2, 3, 5, 7, 8, 10, 14) (B: 2, 3, 5, 7, 8, 10, 14) (C: 2, 3, 5, 7, 8, 10, 14)**  
<http://www.multiverse.ac.uk/>

The Multiverse website was developed and is maintained by the Training and Development Agency for Schools in England, to provide professional education resources to support the educational achievement of diverse student populations. It is aimed at pre- and in-service teachers. The site covers six diversity topics, including 'Bilingual and multilingual learners'. This topic is introduced by a powerpoint presentation and includes resources categorised under the following headings: Key debates and ideas; legislation, policy and statistics; diverse communities; pupils' perceptions; pedagogy; parents and communities.

Language: English

**27. NALDIC (A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 14) (B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 14)**  
**(C: 1, 2, 3, 4, 5, 6, 7, 8, 9, 14)**  
<http://www.naldic.org.uk/>

The National Association for Language Development in the Curriculum works for pupils in England who are learning English as an additional language (EAL). The association is a registered charity and provides a professional forum for: teaching and learning of EAL; supporting bilingualism; raising the achievement of ethnic minority learners; and the development and understanding of this field of education. The NALDIC website includes a section on policy, practice and research in relation to the teaching of EAL and a national audit of training and development provision in England (2009). The site is aimed at professionals working with bilingual learners of all ages, both nationally and internationally. The section on resources has a collection of 'Vignettes of classroom practice'; and under the heading ITTSEAL there is a section on the teaching of EAL within initial teacher education (ITE) programmes that examines the distinctiveness of this pedagogy and language development within mainstream classrooms. The site also has links with local, national and international websites developing understanding of language policy and practice.

Language: English

**28. National Association for the Teaching of English (NATE)**  
**(A: 2, 7, 8, 10, 11, 13, 14) (B: 2, 7, 8, 10, 11, 13, 14) (C: 2, 7, 8, 10, 11, 13, 14)**  
<http://www.nate.org.uk>

NATE supports English teachers' professional development from Early Years to University and encourages collaboration among teachers in England. The website has a separate section on ITE (Initial Teacher Education) that is divided into 4 areas: topics (including *English for Pupils with Diverse Backgrounds, Language Study, Making Curriculum Links with Homes and Communities*);

readings for discussion; research; and professional support. There is a special section on the NATE site for global education which, under the heading *Re-viewing the World*, has links to teaching resources from Global Education. There is also a link to the *Centre for Global Education York* website that has a resource centre and promotes areas of education such as global citizenship, community cohesion, modern foreign languages and sustainable schools. The site is aimed at teachers, governors, community groups, educational NGOs and Local Authorities.

Language: English

### **29. National Centre for Language and Literacy**

**(A: 2, 3, 4, 5, 7, 8, 14) (B: 2, 3, 4, 5, 7, 8, 14)**

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

The National Centre for Language and Literacy (NCLL) in England began as 'The Reading Centre' and its aim was to make teachers aware of resources for the teaching of reading. It now covers a wide range of language and literacy support for teachers, including international courses, conferences and publications. The database includes NCLL resources and publications for children, parents and teachers such as packages to support literacy teaching; educational software; and books for teachers. The NCLL publications site covers 5 topics, including multiculturalism. This part of the site contains a guide to multilingual classrooms, *The other languages*, which provides information for teachers and professionals working with people from different linguistic and cultural backgrounds.

Language: English

### **30. National Heritage Language Resource Centre (US) (A: 4, 5, 11, 12, 13, 14)**

**(C: 2, 4, 5, 8, 10, 12, 13, 14)**

<http://www.international.ucla.edu/languages/nhlrc/>

The centre plays an important role in researching and developing effective pedagogical approaches to teaching community languages and this work is reflected on the website which includes research papers, teaching guidelines and some curricular materials.

Language: English

### **31. National Resource Centre for Supplementary Education (NRC)**

**(A: 4, 5, 11, 12, 13, 14) (C: 4, 5, 11, 12, 13, 14)**

[http://www.continyou.org.uk/children\\_and\\_families/supplementary\\_education/](http://www.continyou.org.uk/children_and_families/supplementary_education/)

It is estimated that more than 3000 supplementary/complementary schools exist throughout England offering classes in over 80 languages. They are attended by many thousands of children across primary and secondary age ranges as well as by some adults. The schools are run on a part-time basis by voluntary organisations that represent different minority ethnic communities. Most schools have limited funding from charitable trusts or local education authorities and use school or college premises after mainstream hours. The schools aim to support or extend the provision made for children's education in mainstream schools and to instil a sense of pride in their linguistic and cultural heritage. In addition to language classes, it is common for music, art, dance and religious education to be taught and sometimes other subjects. The schools also serve as a meeting place and support centre for communities. Many supplementary schools rely on volunteers as teachers. These teacher volunteers could be members of the community, qualified or unqualified teachers or parents of children in their supplementary schools.

The NRC is a national programme based within ContinYou, an organisation supporting community-based education with more than ten years experience of working with supplementary/complementary schools. It campaigns on behalf of supplementary education and



works to raise the standards and profile of and to build support for supplementary schools across England. As well as running a national conference and professional development workshops, the centre provides information and resources in the *Good Practice* and *Training and Resources* sections of its website. This includes the important policy document *Shared Objectives: How supplementary schools contribute to national agendas*.

Language: English

### 32. Netzwerk sims – Sprachförderung in mehrsprachigen Schulen

(A: 2, 3, 4, 5, 6, 7, 8) (B: 2, 3, 4, 5, 6, 7, 8)

<http://www.netzwerk-sims.ch>

#### **Promotion of Language skills in Multilingual Schools**

A Project of the North-West Swiss Conference of Cantonal Ministers of education (NW EDK)

In cooperation with Zurich University of Teacher Education and the Institute of Intercultural Communication, the NW-EDK-Workgroup *Migration – School – Integration* initiated the project *network sims* in 2004: 19 schools with a high proportion of children with migration background participate in the initiative. The schools have been working for two years on the promotion of language skills for every child.

Following in-service training, teachers are developing teaching materials, using them in their lessons and exchanging their experiences.

The goal of the network is sustainable improvement in pupils' abilities in the language of schooling and in the quality of teaching more broadly.

On the network's website can be found ...

- teaching materials,
- portraits of the participating schools,
- references to newly published textbooks,
- contributions to the current debate on teaching German in multilingual school environment,
- and further information about *network sims*.

Language: German

### 33. Online Support for Ethnic Minority Attainment

(A: 1, 2, 3, 4, 5, 6, 7, 8, 9) (B: 1, 2, 3, 4, 5, 6, 7, 8, 9) (C: 1, 2, 3, 4, 5, 6, 7, 8, 9)

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

This site, developed by three local educational authorities and funded by the Department for Children, Schools and Families (DCSF)<sup>16</sup> in England, provides a resource base for teachers. It covers three main areas: black achievement; professional development; and resources to support children's bilingualism and their learning of English as the language of schooling. The section for professional development has a range of resources and links including professional advice for teachers of pupils learning English and classroom strategies; BBC grammatical resources for training teachers to improve their grammatical knowledge; the ethnic minority achievement online newsletter; and articles on multiculturalism. There is also a link to *The Community Languages Forum* that facilitates networking between teachers of community languages and supports professional development at all levels. The section on resources to support bilingualism and the learning of English as the language of schooling has a link to BLEN (Bilingualism & Languages/Literacies Education Network) that focuses on the cross-relations between language

<sup>16</sup> The DCSF was renamed Department for Education (DfE) on 12 May 2010 following the change of government in the UK. The site may be subject to changes due to new Government policy.

and learning skills: <http://www.blen-education.org.uk/>. BLEN is aimed at teachers working with 7-14 year olds.

Language: English

### **34. Our Languages (A: 4, 5, 11, 12, 13, 14) (C: 2, 4, 5, 8, 10, 11, 12, 13, 14)**

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

In England, the government-funded *Our Languages* project (2007-2009) was led by CILT, the National Centre for Languages in collaboration with the National Resource Centre for Supplementary Education, the Specialist Schools and Academies Trust (SSAT) and the School Development Support Agency. The central aim of the project was to promote additional ('community') language teaching and learning through partnerships between mainstream and supplementary/complementary schools. The website includes a wealth of information and resources to support teachers and teacher educators. These include a directory of schools, mainstream and supplementary/complementary, teaching community languages; case studies highlighting good practice; schemes of work and resources developed through the project; information and case studies on professional development courses for teachers and teaching assistants; information on recent research in the field. The website contains many video clips of both teachers and learners reflecting on their experiences. A key outcome of the project has been the folder of guidance provided for colleagues working in mainstream and complementary schools on developing collaboration. The folder is entitled *Partnerships in Language and Culture: A toolkit for complementary and mainstream schools working in partnership* and it is planned that it will be available to download from the 'Our Languages' website.

Language: English

### **35. Primary Languages (A: 4, 5, 7, 11, 12, 13, 14)**

<http://www.primarylanguages.org.uk/home.aspx>

The *Primary Languages* website, developed by CILT (see above), is the national gateway to advice, information and support for the development of language learning in primary schools.

Although French, German and Spanish are the main languages currently being taught at primary level in mainstream schools in England, a range of other languages (including Arabic, Chinese, Panjabi, Portuguese and Turkish) are also being offered. The *Community Languages* pages on the website provide a range of material to support developments in the teaching of additional languages. This is divided into:

- curriculum models (ways in which schools can plan to integrate additional languages into their provision)
- classroom practice (guidance on pedagogy and links to relevant resources in this area)
- curriculum enhancement (cross-curricular initiatives, international partnerships, projects, special activities)
- resourcing (human resources within the school and community; policy, planning and assessment documentation; advice on how to access information on resources, including web-based resources)
- forging partnerships (between mainstream and community based supplementary/complementary schools)
- professional development (information on qualifications for both teachers and teaching assistants; professional development modules aimed at validating children's additional languages and showing how they can become a resource to contribute to the broader literacy development / language awareness of all pupils)

Language: English



**36. Qualifications and Curriculum Development Agency: Respect for All<sup>17</sup>**

**(B: 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14) (C: 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14)**

<http://webarchive.nationalarchives.gov.uk/20090902230247/http://qcda.gov.uk/6753.aspx>

This government website provides support for teachers in England looking for ways to integrate race equality, diversity and inclusion issues into the curriculum. It provides guidance and ideas on how schools can value diversity and challenge racism through the curriculum. The content is designed to help pupils from all ethnic groups and linguistic, social and cultural backgrounds realise their potential. It suggests approaches to lesson planning, class management and learning activities to foster a greater understanding of values, cultures and practices. The case studies demonstrate how schools throughout England have achieved this in practice.

Language: English

**37. Queensland Department of Education and Training: Guidelines for English as a Second Language (ESL) Learners (A: 2, 5, 6, 7, 8, 10, 13) (B: 2, 5, 6, 7, 8, 10, 13)**

<http://education.qld.gov.au/curriculum/framework/p-12/esl-learners.html>

This website contains curriculum guidelines for teachers and school leaders working with ESL learners in secondary school across the three phases: early, middle and senior. It includes a link to bandscales to assess second language acquisition and development of ESL learners in the early and middle phases of schooling.

Language: English

**38. Queensland Department of Education and Training: Material for Languages other than English (LOTE)**

**(A: 1, 4, 5, 6, 10, 13, 14) (B: 1, 4, 5, 6, 10, 13, 14) (C: 1, 4, 5, 6, 10, 13, 14)**

<http://education.qld.gov.au/curriculum/area/lotte/index.html>

This site includes teaching resources, curriculum frameworks and online professional courses for the teaching of languages other than English to new learners and those who already have some knowledge of other languages.

Language: English

**39. Queensland Studies Authority: English for ESL Learners**

**(A: 2, 4, 5, 8, 10, 13, 14) (B: 2, 4, 5, 8, 10, 13, 14) (C: 2, 4, 5, 8, 10, 13, 14)**

<http://www.qsa.qld.edu.au/10-12/1665.html>

This website contains syllabuses and resources aimed at professionals working in the senior phase of schooling (Years 10 – 12). The senior syllabus to teach English for ESL learners has 3 key objectives (Knowledge about language, Cognitive processes, Communication skills) and is divided into these areas of study: language for academic learning; language of literature; and language of the media. The site includes 'work programs' to support the implementation of these syllabuses in schools, aimed at the professional development of ESL teachers. The site contains sample assessment tasks to support teachers in creating their own specific modes of assessment.

Language: English

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<sup>17</sup> A new UK government took office on 11 May 2010. The QCDA site may be subject to changes due to new Government policy. Material included on the *Respect for All* webpages has now been archived but is accessible through the site listed here.

#### 40. Raconte-moi ta langue/ Tell me how you talk

(A: 7, 10, 14) (B: 7, 10, 14) (C: 7, 10, 14)

[www.racontemoitalangue.net](http://www.racontemoitalangue.net)

52' professional documentary film directed in 2008 by Mariette Feltin, about a primary school in Alsace where teachers decided to react to problems of racism by inviting parents to collaborate on an intercultural project involving the wide variety of languages (and cultures) spoken in the community. The film shows how all the protagonists in the project are engaged in developing more open attitudes towards linguistic and cultural diversity and how it is possible, with the support of parents, to transform this diversity into a learning resource for the whole classroom. A series of interviews with teachers, parents and student-teachers as well as with a researcher and some of her colleagues in Scotland and Israel illustrate how important it is to understand the relationship between language and identity and that supporting home languages at school can have a profound impact on the educational integration of students from migrant backgrounds and on the development of better relationships in the wider community.

The film offers many opportunities for discussing topics related to the support of bilingual students at school and more generally for the development of plurilingual education. It shows that even young student-teachers are able to act as agents of change in their classrooms as they find their own strategies to negotiate languages other than the school language in their pedagogical activities. It also argues, within the French educational context, for the recognition of the funds of knowledge that can be found in multilingual students and their families and how schools can foster a process of empowerment for bilingual students and their parents.

Language: French and French with English subtitles

#### 41. Refugee Council (A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11) (B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

(C: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

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

The Refugee Council is a membership organisation in the UK working with asylum seekers and refugees. There is a section on the site 'multilingual information' that provides information about the language backgrounds of major refugee groups in the UK and resources in those languages. The Refugee Council works to improve the lives of separated children in the UK and in the section under children's services a new site, SMILE (Supporting and Mentoring in Learning and Education), has been set up to help asylum seeking and refugee separated children to achieve educationally through mentoring, befriending and school talks.

The Refugee Council is a partner in the *Separated Children in Europe* programme to inform policy and practice in this field. The Refugee Council produced a report *Beyond the school gates: supporting refugee and asylum seekers in secondary school* (2008) which can be accessed in the section on *Research and Policy*. The site, under the heading *Practical Advice*, has a section on *Resources for Schools* that covers both the primary and secondary sectors.

Language: English

#### 42. Runnymede Trust (A: 1, 2, 3, 4, 5, 8) (B: 1, 2, 3, 4, 5, 8) (C: 1, 2, 3, 4, 5, 8)

<http://www.runnymedetrust.org/resources/teaching-resources.html>

The Runnymede Trust is a research-led UK charity working to end racism. The website contains a section on teaching resources that includes an innovative European project across three European cities to promote intercultural dialogue. This project, *Belonging*, explores youth voices and perspectives on how migrations shape communities and the site has links to 43 films created as part of the project, and teaching resources aimed at mainstream secondary school teachers in specific humanities subject areas. Another multimedia teaching resource is the project *This is Where I Live* that uses the arts (including poetry and media) to encourage talk and contribute to

policy debates on social justice. The site contains *The Real Histories Directory* (RHD) which is an online resource tool for teachers, parents, pupils and the wider community to promote teaching and learning about cultural diversity in the UK, including resources on language learning, such as *Cross Dialect: Interactive learning*. *Runnymede 360* is a new national network on the site that links leaders in race equality.

Language: English

#### **43. SOAS-UCL Centre for Excellence in the Teaching and Learning of Languages of the Wider World (A: 4, 5, 11, 12, 13)**

<http://www.lww-cetl.ac.uk/>

The aim of the Centre housed jointly by the School of Oriental and African Studies (SOAS) and University College London (UCL), University of London, is to promote and support excellence in the teaching and learning of languages that do not have a large presence in UK Higher Education. It offers several professional development courses aimed primarily at preparing to teach adult language classes. These are:

- [Certificate in Teaching Arabic as a Foreign Language \(CTAFL\)](#)
- Certificate in Teaching Chinese as a Foreign Language (CTCFL)
- Postgraduate Certificate by Portfolio in Teaching Languages of the Wider World

The centre also organises conferences and workshops addressing issues of policy and pedagogy in the teaching of 'languages of the wider world'. Videos of some lectures given at the centre are provided on the website.

Language: English

#### **44. Specialist Schools and Academies Trust (SSAT) networks (A: 4, 5, 11, 12, 13)**

The SSAT has responsibility for specialist language colleges in England. These are mainstream secondary schools which are given additional funding to specialise in language education. A wider range of languages is generally taught in such schools, including students' additional languages, and they have a remit to engage in outreach work in the local community. The websites provide information and resources as well as discussion forums for teachers.

**Arabic network website:**

<https://www.ssatrust.org.uk/pedagogy/networks/arabicnetwork/Pages/default.aspx>

**Chinese network website:**

<https://www.ssatrust.org.uk/pedagogy/networks/chinese/about/Pages/chinesenetwork.aspx>

**Community Languages network website:**

<https://www.ssatrust.org.uk/pedagogy/networks/communitylanguages/Pages/default.aspx>

Language: English

#### **45. Teachers TV (A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14) (B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11) (C: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)**

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

The Teachers TV website, funded by the Department for Children Schools and Families (DCSF)<sup>18</sup> in England has free education video resources, lesson plans and classroom ideas. The videos

<sup>18</sup> The DCSF was renamed Department for Education (DfE) on 12 May 2010 following the change of government in the UK. The site may be subject to changes due to new Government policy.

used for professional development and training are aimed at all members of the teaching workforce across all key stages. There is a series of videos under the search heading of 'EAL' (i.e. of relevance to the teaching of English as the language of schooling), looking at different pedagogical approaches with students learning English. These videos include implementing policies for refugees and bilingual learners; classroom strategies; literacy schemes for bilingual learners; assessing bilingual learners; isolated bilingual learners; the teaching of English as the language of schooling for trainee teachers; evaluating resources for bilingual learners; the multilingual classroom; and the multilingual school. A series of videos on learning languages is cross-phase and includes language lessons under the following headings: language skills and learning strategies (including a video on modernising the teaching of Urdu in secondary schools); French; and Spanish. This site provides insight into a wide range of classrooms.

Language: English

**46. Tema Modersmål (A: 1, 2, 4, 5, 6, 7, 8, 11, 12, 13, 14)  
(B: 1, 2, 4, 5, 6, 7, 8, 11, 12, 13, 14) (C: 1, 4, 5, 11, 12, 13, 14)**  
<http://modersmal.skolverket.se/>

Tema Modersmål is a Swedish website designed to support the maintenance and development of children's additional languages, termed 'modersmål' (or 'mother tongue) in the Swedish version of the site, 'native education' in the English version. It includes an archive of regulations, policy documents, support and professional development resources for staff working with children of pre-school, elementary and secondary school age. It also provides information for parents of plurilingual children concerning the Swedish education system and ways in which it supports the maintenance and development of additional language learning, in 45 languages.

The site collates language learning resources for additional language teaching at all levels, and materials and links to other sites to support the professional development of additional language teachers, in the 45 languages. Professional development resources include:

- guides for using multilingual books in the kindergarten
- information on projects promoting additional language learning in different schools and municipalities
- discussions and documentation concerning distance language learning for scattered linguistic communities
- studies on the teaching of 'national minority languages' (for which more extended provision is made, and more in-depth research and evaluation has been conducted)
- accounts of research and best practice in supporting students newly arrived in Sweden at the point when they join a Swedish school
- instruments and discussion concerning the assessment of students' language proficiency in additional languages and in Swedish (the language of schooling) and in the value of comparing performance across languages
- practical advice to support teachers producing their own language learning materials, for example using specialist software to create multimedia (and often multilingual) resources, to produce different scripts, etc.

The front page of the website is regularly updated with information about new resources, research, conferences and projects, within Sweden and internationally. A newsletter is published three times a year and archived on the site.

Languages: Albanian, Amharic, Arabic, Assyrian, Bengali, Bosnian, (Simplified and Traditional) Chinese, Croatian, Dari, Dutch, English, Farsi, Finnish, French, German, Greek, Italian, (Southern) Kurdish, Kurmanji, Luganda, Meänkieli, Norwegian, Pashto, Polish, Portuguese, Romanian, Romany, Russian, (Northern, Southern and Lule)

**47. TESL Canada Federation (A: 1, 4, 5, 11, 13, 14) (B: 1, 4, 5, 11, 13, 14)**

<http://www.tesl.ca/>

TESL Canada Federation is a national organisation for those working in the field of English as a second language and English skills development. The website has a 'Teachers Resource Centre' which contains: free online ESL teaching resources; interactive student resources; free graphics; and vocabulary, reading, writing and grammar worksheets.

Language: English

**48. Toolkit for Diversity (Primary)**

**(A: 6, 7, 10, 11, 12, 13, 14) (B: 10, 11, 12, 13, 14) (C: 6, 7, 10, 11, 12, 13, 14)**

<http://www.education-support.org.uk/teachers/ids/toolkit-for-diversity-primary/>

The toolkit for diversity was compiled to support the work of teachers working in multilingual primary classrooms in Northern Ireland and the Republic of Ireland. It is designed to be used in both initial teacher education and professional development for in-service teachers. Available as hard copy, with an accompanying CD, or a downloadable document from the site above, the principal focus of the toolkit is the integration of students of diverse ethnic, cultural and linguistic backgrounds. It recognises the importance of ensuring that all students are able to become proficient in English as the language of schooling, emphasising the importance of making provision for this within an inclusive school ethos. The fruit of extensive consultation with school principals and classroom teachers, the toolkit, published in the form of a downloadable book, is a practical realisation of guidelines staff developed for school policy and practice.

The book is divided into four sections:

1. *Getting ready*: addresses ways in which schools can become genuinely welcoming and inclusive.
2. *Early days*: sets out the first steps towards the integration of pupils from other countries, cultures and ethnicities, with particular focus attention to language and communication issues
3. *Moving on*: focuses on linguistic development, in the context of the curriculum and monitoring and assessing progress
4. *What next?* concludes by a more detailed look at planning for inclusion, and at the use of the European Language Portfolio as a way of supporting and recording students' linguistic progress.

Resources included in the toolkit have been extensively piloted and evaluated by schools in the North and in the Republic, and the work is informed by national and international research studies.

Language: English

**49. Toolkit for Diversity (Post-Primary) (A: 6, 8, 10, 11, 12, 13, 14)**

**(B: 2, 8, 10, 11, 12, 13, 14) (C: 2, 6, 8, 10, 11, 12, 13, 14)**

<http://www.education-support.org.uk/teachers/ids/toolkit-for-diversity-post-primary/>

A companion to the *Primary Toolkit for Diversity*, this toolkit has similarly been developed through consultation and trialling with principals and teachers working in multilingual schools in Northern Ireland and the Republic of Ireland, and is also designed for use in initial teacher education and professional development for in-service teachers. The goal is to ensure that post-primary schools

are welcoming and inclusive to all students and their families. The *Toolkit* is available in hard copy or as a downloadable document from the above website.

The toolkit is divided into two parts. *Part 1* focuses on the whole school perspective and includes sections on planning for inclusion and diversity, preparing the school to welcome and work with a diverse population, and more specifically with students in the early stages of learning English. *Part 2* looks in more detail at provision at classroom level, starting with those in the early stages of learning in English and then focusing on progression in English, making provision to support students' additional languages and assessment. A final section looks at ways in which schools can develop intercultural awareness at whole school level and in the classroom.

Language: English



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