

COUNTRY

From assimilation and isolation to integration

The roles of languages in integrating learners from disadvantaged groups

1. General approach and framework :

The general aim of the training activities of the Pestalozzi Programme is to train education professionals to become multipliers for Council of Europe standards and values in education.

The work is based on three main pillars

- Content : standards and principles as well as project results of the Council of Europe
- Methodology : learner-centred, peer-training, collaborative work on issues of common concerns to find fit solutions for diverse contexts
- Four-fold concept of competences development : developing sensitivity and awareness, knowledge and understanding, individual practice, societal practice

2. Number : CoE 2012 **1211-1411 Slovenia**

3. Related Council of Europe Project :

Languagues in education/Languages for education

Documents related to the project

www.coe.int/Pestalozzi

4. Dates : **12/11/2012 – 14/11/2012**

5. Deadline for application : **10/09/2012**

6. Working language(s) : **English**

7. Venue : **City Hotel, Ljubljana, Slovenia**

Address : **15, Dalmatinova**

Tel : **+386 1 239 00 00**

Fax : **+386 1 239 00 01**

E-mail : **info@cityhotel.si**

Web site : **www.cityhotel.si**

8. Number of available places :

15 participants from the signatory States to the European Cultural Convention

20 participants from the host country

9. Target group :

Teacher trainers, government officials directly involved in dealing with vulnerable groups, curriculum developers, teachers and school heads willing and capable to act as multipliers, senior years teacher students

In case interest exceeds the number of available places selection of candidates will be made to suit the desired mix of participants

10. Focus of the training activity :

The focus of the workshop will be on the crucial role of the teaching of languages for increasing the education performance of all learners, especially those from disadvantaged groups (immigrants, Roma, low-income families, etc.) thus bridging the gap identified by the large-scale international knowledge studies (PISA, PIRLS, TIMMS). Materials from international research and especially those developed recently by the Council of Europe will be used to show how communicative competences of learners can be increased through teaching and learning in all school subjects and how this increased focus on language in turn contributes to more equitable learning outcomes for all learners. Cases will also be presented to show what overall school policy is needed to promote inclusive teaching and how the necessary support of the mainstream community can be won. The role of other languages present in the repertoire of the learners (first, foreign, etc.) in acquiring knowledge will also be explored, but the main focus will remain on developing the learners' proficiency in the language of instruction and its varieties in different school subjects.

11. Expected results :

Inclusive teaching will be accepted as the most efficient way to cater for all kind of diversity in school, including the increasing cultural, ethnic and linguistic diversity throughout Europe. Participants will understand the difference between everyday communicative language and the different forms of language employed in the communication in the classroom. They will accept the whole school approach and teaching language(s) across the curriculum as the only and most efficient way of developing the learners' communicative competences. Through activities in the workshop an international community of practice will be established for further development and exchange of knowledge on the linguistic dimensions of learning in different subject areas.

12. Outline of programme :

Day one

Morning: from evidence on inequalities towards creating policies for more equity

- The values promoted by the Council of Europe and the role of its policies on languages in making those values a reality in the signatory states
- Who are learners in threat of marginalization (learners from disadvantaged groups)
- Towards a shared responsibility for more equitable learning performance through creating a school policy on languages

Afternoon: creating a favourable school climate, awareness raising

- Whole school approach - the role of leadership
- Getting staff and everyone else on board
- First steps into acquiring the basic skills in the language of instruction

Evening: Guided city tour

Day two

Morning: sharing experience, building the identity of learners (school visit)

The aims of maintaining the learner's first/dominant language (language of origin) when different from the language of instruction

Afternoon: the linguistic dimensions of learning

- The specificities of the language of instruction and the role of languages in learning explained
- Linguistic tools to describe the specific language of different subjects
- The roles of teachers in supporting the cognitive development of learners through the acquisition of CALP
- Employing the whole language repertoire of learners to facilitate learning

Day three (half day): languages in action

- Scaffolding for developing competences in the language of instruction
- Presentation of cases from the host country and from participants on developing language skills through teaching/learning of subjects

13. Organising body : Zavod RS za šolstvo, Poljanska 28, 1000 Ljubljana
Name & e mail : Mrs Viljana Lukas, Mr Mirko Zorman
viljana.lukas@gmail.com ; mirkozorm@gmail.com
Fax : + 386 1 3005 199

14. Coordinator of the training :
Name & Address : Mrs Veronika Pirnat
Zavod Republike Slovenije za šolstvo, Poljanska 28, SI 1000 LJUBJANA,
Tel : +386 1 3005 154
Fax : + 386 1 3005 199
E-mail : veronika.pirnat@zrss.si, alma.ahmetovic@zrss.si
Web site : www.zrss.si

15. Travel and subsistence expenses :
Travel expenses :
Travel expenses of participants from the signatory States are covered by the Council of Europe according to the rules.

Subsistence expenses :
Subsistence expenses – accommodation and meals - are covered by the host country for all participants. Any travel or activity, included in the programme of the European Workshop, should also be taken in charge by the host country.

16. Other information :
The success of the training activities depend on the commitment of all the participants. By accepting to participate in the Pestalozzi programme, participants and facilitators agree to participate actively and assiduously in all the phases of the activity.

Participants are invited to contribute to the workshop by bringing in their experience in working with learners with background in vulnerable groups especially with respect to strategies aiming at developing skills in the language of instruction, maintaining the language of origin or employing the whole language repertoire of learners in learning. The organizing body will appreciate any indication of the proposed contributions in advance either through registration form or by mail to the coordinators (see point 13).

Information for participants from the signatory States to the European Cultural Convention :

Travel expenses : Participants benefiting from reimbursement of their travel expenses are advised to consult carefully on the website the section about "Rules". Application form : Candidates must send their application form duly completed to the **National Liaison Officer of their country of residence**. All information available on : <http://www.coe/Pestalozzi>