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## Introduction

The purpose of this document is to provide a coherent policy for the integration into the vehicular language sections of pupils with a different official language, as mother tongue/dominant language, and to update existing regulations in the light of the latest research and experience in European Schools.

Currently, these pupils are referred to as SWALS students without a language section. The working group recommends keeping this acronym but changing it to stand for Students With Another Language (than that of the section). SWALS have a language section.

This document should form the basis for the development of individual school policies, guidelines and strategies. It gives guidelines for the organisation and the quality assurance of provision and aims to ensure equitable educational opportunities for all European School pupils.

In setting indicators for SWALS provision, the documents Quality Assurance and Development in the European Schools 2000-D-264-en-2 and Report on SWALS provision in the European Schools 2009-D-202-en-1 were taken into account.

## Proposal

The Joint Teaching Committee is invited to

- A adopt the General Policy document
- B to take a position on the changes to rules set out in points 3.1 to 3.7 (see below)
- C. endorse the associated budget
- D. approve the pilot project (**see annex**)

# 1 General Policy

The European Schools aim to provide equal educational opportunities for every child notwithstanding his/her mother tongue and the section of enrolment.

Mother tongue teaching is one of the fundamental pedagogical and organisational principles of the European Schools. The concept of the language section, in which pupils learn most of the subjects in their mother tongue/dominant language, is a basic structure in the organisation of the European Schools. This principle is reflected in rules and regulations concerning budget, timetabling and coordination.

Since the most recent enlargements of the EU an increasing number of pupils are enrolled in sections where they learn subjects in a language different from their mother tongue. A wide range of support is needed to facilitate the integration of pupils with other official languages into the section and to ensure their personal, academic and social development.

The European Schools, aware of the challenges created by the current system, make considerable pedagogical, organisational and financial efforts to support the successful integration of these pupils. Schools use their autonomy to develop an overall school policy, to create equal educational opportunities for all pupils and to meet their individual needs.

Successful integration of SWALS, who are enrolled in sections where they do not have the opportunity to learn subjects in their mother tongue, is understood to mean independent learners progressing towards the objectives formulated in the programmes, realising their potential, as well as being aware of their national identity in a European context.

In light of the above, schools work towards integration by implementing the following strategies:

- a) providing quality mother tongue teaching for all SWALS where Regulations permit
- b) creating a supportive environment taking account of pupils' needs
- c) encouraging and enabling pupils to reach their academic and social potential
- d) motivating pupils to become independent learners
- e) using resources in a cost effective way
- f) involving parents in their children's support
- g) promoting the professional development of teaching staff

## Monitoring

Schools, the Board of Inspectors and the BOSG will set out goals to achieve in the short term (3 school years) and long term (5 school years). These goals will be included in the school plan.

In order to ensure an appropriate allocation of support hours corresponding to the total numbers of SWALS, allocation of support hours is to be reviewed every two years, based on the figures of the preceding school year.

## **2 Definitions**

### **2.1 L1**

L1 is taken to mean the dominant language of the pupil (corresponding in most cases to the mother tongue). L 1 is provided either through a pupil's own language section or, if such language section cannot be established, through special mother tongue L1 teaching. The aim is to enable pupils to acquire necessary competencies appropriate to their age and level within the European School system and to facilitate eventual re-integration into their national systems.

### **2.2 SWALS**

SWALS are those pupils whose dominant language is an official language of an EU member state (with the exception of Irish and Maltese) but for whom no language section in their mother tongue exists in their school. For these pupils L1 is provided and extra SWALS support is organised when necessary.

### **2.3 SWALS support**

SWALS are entitled to receive SWALS support when the lack of knowledge of the language of the section is a barrier to communication, integration and learning. This support focuses on the acquisition of the language of the section.

## **3 Modification of Regulations governing the Integration of SWALS**

### **3.1 Table of equivalents**

The official table of equivalents indicates the level at which pupils who have successfully completed a period of study in a state maintained school or educational establishment recognised by one of the Contracting Parties and who hold a certificate to that effect from the educational authorities of that country are accepted.<sup>1</sup>

**Any decision taken to place a pupil in a different class due to the specific demands of the European School is discussed with parents, a suitable evaluation is made and a record kept.**

### **3.2 Creation and termination of L1 courses**

SWALS L1 courses are created only for category I and II pupils where a suitably qualified teacher is available or can be recruited.

**Category III pupils are admitted to an already established course only if it contains at least 3 pupils of categories I and/or II in the year group. A SWALS L1 course once started is guaranteed for pupils already in the course until the end of the nursery, primary or secondary cycle as appropriate.**

### **3.3 Curriculum policy - an adapted curriculum for SWALS**

SWALS need to access the curriculum as quickly as possible. As a matter of principle SWALS follow the full curriculum of their language section.

**In exceptional cases for the pupils entering years 4 or 5 of the secondary cycle who lack knowledge of the language of the section and do not have a third language corresponding to one taught in the school, schools can make alternative arrangements for example:**

- a) **allowing pupils to follow L2 also at L3 level on condition that they take another language as L4**
- b) **replacing L3 by L4**
- c) **offering a beginners' or rattrapage course in one L3 language in year 4, respectively year 5**

**These arrangements must be justified in the annual school plan.**

### **3.4 Support lessons**

The Board of Governors approved the allocation to each school of 30 hours/periods per week for tuition in the language of the section in which SWALS are enrolled (because they are not being educated in their mother tongue), in order to facilitate their integration:

- 20 hours (60 minutes) for the nursery and primary levels
- 10 periods (45 minutes) for the secondary level.<sup>2</sup>

This allocation of support hours is irrespective of the size of schools, the numbers of SWALS or sections etc.

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<sup>1</sup> [General Rules of the European Schools Article 47a\)](#)

<sup>2</sup> [Decisions of the Board of Governors, 28-30 April 2004](#)

- a) **SWALS support hours are provided for the first 2 years after admission or becoming SWALS for those pupils whose lack of proficiency in the vehicular language forms a barrier to communication, integration and learning.**
- b) **The allocation of SWALS support hours is based on the number of SWALS in the school (see appendix 1) and should be regularly revised for all the European Schools according to changes in context.**
- c) **In the particular case where a section ceases to exist support may be allocated to pupils to prepare them for becoming SWALS**
- d) **The support hours are allocated to the school as such, not to the cycles, in order to enable schools to meet the SWALS' needs in a flexible way.**
- e) **The equivalent of these support hours can also be used for training, equipment, development of adapted materials, employment of assistants etc.**

### **3.5 Coordination**

A time allocation for coordinators of SWALS was recommended in 2003-D-7701-en-3 and the recommendation accepted by the BoG in April 2004.

**Schools provide coordination to ensure that the social and academic needs of SWALS are met. Schools appoint (a) staff member(s) to carry out the SWALS coordination tasks and allocate sufficient time bearing in mind all the tasks included in the job description and based on the results of the time allowance calculator.**

### **3.6 School policy**

**The school agrees on a clear SWALS integration policy and implements it as a team. The School policy includes decision-making concerning**

- a) enrolment, admission, communication, monitoring and evaluation procedures,
- b) organisation of L1 lessons and SWALS support,
- c) clearly defined roles and responsibilities of those involved in support,
- d) cooperation between primary and secondary teaching staff dealing with SWALS,
- e) allocation of coordination time,
- f) methodological approaches in multi-lingual classes, assessment procedures,
- g) social integration of SWALS,
- h) professional development of teaching staff and coordinators in respect of SWALS specific needs.

### **3.7 School plan<sup>3</sup>**

The school plan determines the amount of teaching time allocated to the school and shows the cases where a departure from the normal rules is proposed. This will not only provide authority for cases where extra provision is proposed but will also legitimise the measures currently adopted on an ad hoc basis to provide cost effective solutions for small groups.

**Departure from regulations for language teaching, class size reductions; course reductions and combinations are all justified in the annual school plan.**

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<sup>3</sup> Decision of the Board of Governors, 17-18 April 2007, pages 15-17

## 4 Provision

### 4.1 *Enrolment, admission, monitoring*

#### 4.1.1 Enrolment, admission

- All SWALS pupils must be enrolled in one of the vehicular language sections.<sup>4</sup>
- In line with the original aims of the European Schools, and recognising the reality of providing appropriate language teaching, the choice of section and L1 are of prime importance. In cases of doubt concerning mother tongue/dominant language, the school may request proof of the standard of linguistic attainment and abilities and consult the national inspector.
- If SWALS are to be successfully integrated into the schools then it is essential that relevant information be provided as quickly as possible to the school.
- All relevant information regarding a SWALS should be made available to the SWALS coordinator.
- Prior to ‘Admission’ the school needs to establish the pupil’s language profile:
  - a) dominant language,
  - b) language of education,
  - c) linguistic environment (past, present and future),
  - d) parents’ languages,
  - e) the number of years a pupil has been learning different languages.
- In addition information is obtained concerning:
  - a) the pupil’s level of academic attainment (provision of a school report and if necessary a translation into one of the three working languages),
  - b) information regarding previous learning support provision and/or special educational needs.

#### 4.1.2 Post admission procedures

- Dossier screening – this essential task is allocated by the school to an appropriate person.
- Admissions tests are provided, as needed, across a range of subjects and sections in order to ensure a pupil is placed in the appropriate class.
- Placement tests are given in the language of the section (L2) to assess the need and set the goals for SWALS support.
- The SWALS coordinator will use this information to organise support where appropriate and monitor pupils’ progress.
- The SWALS coordinator or an appropriate person meets new SWALS and discusses their integration with the principal class teacher.
- Parents are provided with advice on how best to support their child and on how to get help and support in school.

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<sup>4</sup> [General Rules of the European Schools Art. 47 e\), Digest of the Board of Governors of the ES, XVIII.4 1\) and 2\)](#)  
This is not current practice in all schools.

### **4.1.3 Monitoring progress**

- Teachers complete a progress form for each pupil (in his/her first year in the school) at least twice a year, the first being by the end of October. (see **appendix**)
- If individual support is needed at any stage, teachers should contact the coordinator and, if appropriate, fill in a request form. (see **appendix**)
- In Nursery and Primary SWALS Support follows the format given in Learning Support (Information for parents – Individual Education Plans – regular reviews)
- The coordinator will use information referring to the progress achieved to modify the support, if necessary, and if appropriate to inform parents of their child's progress.
- It is essential that subject teachers cooperate with support teachers and the SWALS coordinator and/or the class teacher in order to ensure an effective support.
- All support offered to pupils (learning support, rattrapage, SEN, SWALS support) must be coherent and coordinated to ensure that pupils are not overloaded.
- Teaching groups containing significant numbers of SWALS are monitored and if necessary and if school's circumstances allow, the possibility of dividing such groups is considered.

## **4.2 Provision of mother tongue teaching (SWALS L1)**

### **4.2.1 SWALS L1 programmes**

- L1 programmes should be harmonised to incorporate a core conforming to the Lisbon Strategy (see description of the first key competence for lifelong learning).

### **4.2.2 Teachers**

- It is essential that all L1 teachers seconded by the national authorities are fully qualified.
- Schools ensure that locally recruited teachers are properly qualified and approved by inspectors.
- To facilitate communication it is essential that the teacher is competent in one of the vehicular languages and/or the language of the country.
- Ideally teachers have experience of dealing with a range of educational needs and are willing to take on a pastoral role.
- The European School system in general and the schools in particular provide appropriate induction and support for SWALS L1 teachers.

### **4.2.3 Organisation**

- The timetable reductions mentioned in chapter XVIII of the Digest of Decisions are regarded as maximal, and thought should be given to the possibility of a more generous provision, particularly in secondary years 1 and 2.
- Where reductions are unavoidable, when extra free time is made available to pupils it should be used to provide opportunities for further contact with mother tongue for example through project work or self-study.

- The reduction of L1 teaching time and L1 exposure in the primary cycle are to some extent compensated for by the transfer of competences acquired during classes in the language of the section. Therefore, it is of the utmost importance that syllabus planning and lesson organisation be prepared by the class teacher and SWALS L1 teachers together.
- In the secondary cycle the responsibility lies with the SWALS L1 teacher to ensure the acquisition of necessary skills. As the reduction in hours has a particularly serious impact, an effort is made to compensate in other ways.
- Because of the reduction in hours, lesson planning takes into account the need to make the most effective use of the time available.
- Time tabling of SWALS L1 in the nursery cycle is of particular importance. The start times of SWALS L1 lessons in the nursery are consistent (preferably morning lessons). Nursery and Primary children do not miss curriculum activities.
- Scheduling lessons during lunch times and breaks is not permitted in nursery and primary. It should be avoided in secondary; in exceptional cases full justification must be included in the school plan.
- In the primary cycle SWALS L1 are organised during the L2 lessons of the section.<sup>5</sup>
- Non-replacement of absent SWALS L1 teachers is exceptional. Both short/long term planning is available for teachers who will replace them.

#### **4.2.4 Resources**

- Schools work towards establishing a well equipped resource area where SWALS pupils can access mother tongue materials, ideally in the company of pupils sharing their language.
- It is expected that member states will contribute suitable resources.

#### **4.2.5 Activities aimed at developing mother tongue competence**

- Curricular opportunities to incorporate and appreciate contributions from SWALS in their mother tongues should be fully exploited, for example during European Hours, Discovery of the World, Human Science, Art, Music, projects.
- Teachers are encouraged to organise extra-curricular activities that help pupils develop mother tongue competencies.
- It is essential that L1 teachers and parents play an active role in providing materials and additional opportunities for pupils to supplement their work in L1, both linguistic and cultural.

#### **4.2.6 Quality assurance**

Quality of L1 provision is assessed regularly and systematically, both internally (by the school) and externally (by the Board of Inspectors). All assessment should be in line with the Quality Assurance Document and the General Policy.

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<sup>5</sup> Certain schools arrange these during the L1 lessons of the section.

### **4.3 Teaching and learning in the language of the section : SWALS L2**

- It is essential for subject teachers to identify the new arrivals' prior knowledge, learning skills, background experience and language profile to facilitate pupils' access to learning.
- In order to involve all pupils actively in the teaching and learning process, teachers adapt their lesson planning and teaching strategy to the pupils' learning needs.
- Differentiated approaches are used in teaching to ensure that all pupils make progress.
- Teachers adapt their language and register to ensure that all pupils can access the curriculum.
- Even in non-language subjects there is clear evidence of class activities developing language strategies, knowledge and receptive and productive skills.
- Teachers make learning objectives clear to pupils. Pupils are provided with a curriculum outline in advance and should understand key vocabulary related to the subject content. Tasks provide a reasonable degree of effort or challenge.
- Teachers use resources that support development of pupils' L2 skills and understanding, including visual aids, adapted texts, glossaries, ICT and culturally relevant resources.
- Teachers encourage pupils' independent and cooperative learning, including the use of ICT and resources in different languages, including their mother tongues.
- A wide range of up to date European resources are used and integrated into the teaching of various subjects.
- Homework is differentiated, according to the pupils' skills, and targets set.
- It is essential that subject teachers/class teachers cooperate with support teachers and the SWALS coordinator in order to provide effective support.
- Where possible, parents should support their children in using national resources, such as textbooks, to facilitate understanding of the subject matter.

### **4.4 SWALS support**

- SWALS support lessons are given for the initial two years in the school to develop the acquisition of the vehicular language and thus facilitate SWALS' access to the curriculum.
- An adequate budget is allocated for resources to develop pupils' language skills and understanding.
- It is essential that these support lessons help SWALS develop strategies and methods to enable them to become independent learners.
- Particular attention is given to support pupils who are enrolled in the section of their mother tongue in primary but who have to be enrolled in the section of their vehicular language in the secondary or in cases where such a change takes place mid cycle.
- Support lessons are based on pupils' identified needs and appropriately structured and targeted.
- Lessons may be given either individually or preferably, in order to promote social contact of pupils, in small groups, sometimes vertically combined according to the areas of study.

- Ideally SWALS support teachers should be qualified in the subject, where appropriate, and have experience of working with second language learners.
- Support teachers may work with pupils before the lesson, discuss concepts, clarify meanings and key words, read texts etc. This requires close cooperation between subject and support teachers.
- Support lessons are delivered in properly equipped rooms.
- In order to centralise and make best use of resources and experience schools could consider establishing a 'Learning Centre' as a point of reference for teachers, pupils and parents and as a library for support material.
- In order to make best use of available resources (financial, human and material) the effectiveness of provided support has to be monitored and evaluated.
- Parents are informed that their child is receiving support.
- Parents are expected to give emotional support to their children, some of whom may experience difficulties in integrating into a new environment.

#### **4.5 Assessment**

- Assessment is one of the most powerful ways of improving learning and raising standards. There is a school wide consensus on the policy and practice to be followed when assessing pupils' work.
- Initial assessment of newly arrived pupils prior learning helps teachers consider the pupil's needs.
- Assessment for learning promotes pupils' independent learning and develops confidence and motivation. Pupils are aware of the purpose of assessment and standards to be achieved.
- Progress made during the first two years in school must be taken into account when formulating the report comments and in secondary for the calculation of the final mark.
- The S5 harmonised examination in L3 poses particular problems for SWALS arriving in S4 or S5. Examination are therefore set and marked so that a pass mark is accessible to pupils who have achieved a basic level of competence.
- Schools implement the regulations of Article 57 a) and 59 b) regarding promotion of SWALS who have been attending a European School for under two years.

#### **4.6 Social integration**

- Schools are aware of non-academic needs and ensure that SWALS are fully integrated into school. Positive steps are taken to create a climate of respect and confidence in the school.
- Linguistic and cultural diversity is recognised, valued and promoted as a positive feature of the school community.
- The coordinator and/or SWALS L1 teachers supervise the initiatives for the social integration of SWALS, for example by mentoring or pastoral care.

- In secondary is advisable to make greater use of mother tongue advisory teachers in helping SWALS pupils to choose options and make choices for their future education.
- Schools provide frequent and regular extracurricular opportunities for all pupils to participate in.
- Schools monitor the overall integration of SWALS and SWALS L1 teachers.

#### **4.7 Coordination**

- The success of the integration of pupils with other official languages in the vehicular language sections, depends on the quality of the cooperation of the different people involved (subject and support teachers, parents, pupils). This cooperation is organised, monitored and supervised by a member of the teaching staff with a specific coordination task.
- The time required for the tasks outlined in the job description (see **appendix xx**) will vary between schools.
- In calculating the recommended time allowances the following factors were considered to be the most relevant:
  - a) The number of SWALS in the school
  - b) The number of SWALS languages taught in the school
  - c) The size of the school
- In order to calculate the time to be given in each school, a proposed ‘Time allowance calculator’ has been provided. This suggests variable coefficients which could be attached to a), b) and c) above. (see **appendix xx**)
- All members of the school community will benefit from an early response to pupils’ needs, a more rapid integration of SWALS in the section and better decision making regarding the allocation of resources.
- The task and responsibilities may be carried out – in accordance with the school policy – by several members of the staff, for example by the class teacher in primary. The role of all staff involved in providing support has to be clearly defined and understood.
- A suitable model (adopted in several schools) to give support in the most effective and efficient way is to install a joint coordinator for the different forms of support provided (Learning Support – SWALS Support – SEN Support).

### **5 Evaluation**

- It is important to evaluate the efficacy of SWALS policy and SWALS provision as the results of monitoring help schools take measures, modify or make changes to attain the aims of the General Policy
- Self-evaluation of the efficacy of SWALS provision is based on the framework provided by the document Quality Assurance and Development in the European Schools.
- Schools will set their own targets in line with the General Policy and establish evaluation procedures according to their priorities.
- In principle there are two main possibilities for evaluating the impact of measures taken.:

Quantitative Evaluation through tests and grades, whilst useful in some cases, is not considered fully appropriate as it does not provide a complete picture of a pupil's progress. It therefore does not show the impact of the SWALS support and effectiveness of the social integration.

Qualitative Evaluation seems to be more reliable for the purpose.

- Tools for effective evaluation may include:
  - using the document Quality Assurance and Development in the European Schools
  - a measurement of L1 provision by calculating the average number of periods taught per child at each level.
  - using a questionnaire for pupils (**appendix xx**) and parents (**appendix xx**),
  - using a questionnaire for teachers,
  - considering comments made in Class Conferences
  - reading school reports
  - analysing failure rates
  - comparing results across the school population
- It is essential that the SWALS coordinator regularly reviews his/her activity, use of resources and effectiveness of the support programmes. When necessary, outcomes of evaluation should be reflected in action plans

## 6 Involvement of parents

- For the overall development of the child, parents are of key importance in supporting their child's mother tongue and cultural identity. Therefore it is essential that they play a part in ensuring exposure and continuity through mother tongue interaction at home, contact with native speakers, books and media.
- In the initial stages pupils can experience some difficulties in integrating into their new environment and parents may need to provide some extra emotional support at this time.
- In addition, parents can assist with subjects taught in their child's L2 by providing access where possible to mother tongue materials on the topics being taught.
- Parents are encouraged to contact the school for advice on how best to support their child.

## 7 Professional Development

- It is expected that all teachers recruited to the European Schools have a profile suitable for the teaching of multi-lingual classes. This should include either experience or a qualification, taken prior to or following recruitment. A willingness to continue professional development in this area will play a part in discussions concerning contract renewal.
- Schools should ensure that new staff are made aware of school policy and approaches, and are provided with induction. The appointment of mentors, experienced in working with SWALS, should play a part in the school plans for continuing professional development, as could a contribution by inspectors.

- In-service training for teaching staff focuses on methodological approaches developing effective teaching strategies and techniques, selection of materials, task design including differentiation, and classroom management skills. In-service training encourages cooperation and coordination between cycles, sections and teachers.
- Training should be provided for coordinators and meetings should be organised by inspectors to ensure the implementation and evaluation of the general policy, as well as progress towards targets set.
- The use of the Learning Gateway. Materials should be shared on the Learning Gateway. However, this potentially effective platform for sharing good practice is not yet fulfilling this function. If the European Schools are to be at the cutting edge of teaching practice we must exploit the possibilities offered by the Learning Gateway. A pilot project is needed to structure, develop and manage a SWALS area within the Learning Gateway.

## **8 Financial implications**

### ***8.1 The financial implications of the above recommendation for coordination (appendix xx)***

#### **Proposal**

63.5 periods overall

32 at 262€/month x 12 months = **97 464.00€**

**32 at .....month x 12 months =**

**Already approved** (decision Board of Governors April 2004)

14 periods at 262€/month x 8.5 months = **31 178.00€**

**14 periods at ..... x 8.5 months =**

#### **Additional cost**

### ***8.2 The Financial Implications of the above recommendations for SWALS Support hours (appendix xx)***

The proposal in the General Policy Document is cost neutral, given that it concerns only a more flexible distribution of the existing hours.

### ***8.3 The Financial Implications of the proposed Pilot Project (appendix xxx)***

Two hours monthly for technical support from the Pedagogical Unit.

## **Development targets**

### **A Short term development targets to be achieved and evaluated by July 2013**

#### **Schools**

- 1 To implement in full the Regulations stated in the General Policy Document
- 2 To establish a comprehensive policy for the integration of SWALS
- 3 To complete a self evaluation of the implementation of the recommendations made in the General Policy Document
- 4 To have introduced complete and accurate data into ELEE as from September 2010

#### **Board of Inspectors**

- 1 To provide appropriate training for SWALS Coordinators and subject teachers (Science and Maths) in the vehicular language sections
- 2 To inspect the qualifications of, and where appropriate, evaluate locally recruited L1 and support teachers
- 3 To support schools, when needed, in the implementation of the General Policy

#### **System level**

- 1 To update the General Rules and Digest of Decisions following the approval of the General Policy Document for the Integration of SWALS
- 2 To make available complete and accurate statistics by 2011  
NB. A consistent set of language codes must be provided and used
- 3 To complete the reallocation of support hours (**see annex**)
- 3 To increase in coordination hours (**see annex**)
- 4 To conduct an evaluation of the outcomes of the Learning Gateway SWALS pilot project
- 5 To ensure the evaluation of all locally recruited teachers of L1 takes place

### **B Long Term Targets to be achieved by July 2015**

#### **Schools**

- 1 To complete a self evaluation demonstrating the full implementation of the recommendations contained in the General Policy Document
- 2 To demonstrate the development of further plans, strategies and policies for the continuing integration of SWALS in line with changing circumstances.

#### **Board of Inspectors**

- 1 To achieve the harmonisation and review of the L1 syllabuses in line with the Lisbon Strategies
- 2 To complete the harmonisation of the assessment of L1 learning outcomes

## System

- 1 To have established a research based evaluation of the success of the integration of SWALS in the European Schools from the period of 2011 until 2016

## Annexes

Annex 1	SWALS support hours calculator
Annex 2	Model job description
Annex 3	Coordination time allowance calculator
Annex 4	SWALS support request form (model)
Annex 5	SWALS progress chart (model)
Annex 6	Questionnaire for pupils (model)
Annex 7	Questionnaire for parents (model)
Annex 8	Pilot project outline

Quality Assurance and Development in the European Schools 2000-D-264-en-2  
[http://www.eursc.eu/fichiers/contenu\\_fichiers2/1158/2000-D-264-en-2.doc](http://www.eursc.eu/fichiers/contenu_fichiers2/1158/2000-D-264-en-2.doc)

Standardized nomenclature used to classify all known languages  
[http://en.wikipedia.org/wiki/List\\_of\\_ISO\\_639-1\\_codes](http://en.wikipedia.org/wiki/List_of_ISO_639-1_codes)

## **SWALS COORDINATOR – JOB DESCRIPTION**

The SWALS coordinator is responsible for providing support and assistance to SWALS pupils, parents and teachers. He/She works to create a safe, caring and welcoming school environment; one which is free of discrimination and promotes cultural tolerance.

Directors are encouraged to appoint a person with appropriate professional and interpersonal skills.

What follows is clearly a demanding job specification, but is essential for the proper inclusion of SWALS pupils in the European schools. Evidently this requires an adequate time allowance for the appointee.

The SWALS coordinator should fulfil the following tasks except in cases where the Director decides they are already being covered.

### **Administration**

- to ensure SWALS provision in line with school policy
- to ensure coordination of all kinds of support
- to ensure that appropriate screening of pupils has taken place
- to propose and organise SWALS support lessons in response to identified needs
- to attend meetings as required
- to monitor the success of the SWALS programme and write reports for the school management
- to liaise with the primary/secondary school, deputy heads and relevant national inspectors as well as LS and SEN coordinators
- to track the progress of pupils and maintain individual records (secondary)
- to draw the attention of management to any information and advice which might help teachers to meet the needs of SWALS pupils
- to manage the SWALS budget
- to liaise with other European Schools, to encourage good practice
- to play a role in the transition process

### **Pupils in the secondary cycle**

- to identify pupils' needs, using teacher assessment, student self-assessment forms etc.
- to be available for students
- to promote the social integration of the students (e.g. mentor or peer support)
- to enable pupils to access relevant resources (secondary)

### **Teachers**

- to inform teachers about SWALS pupils in their classes
- to ask teachers for specific information about students' needs, (e.g. by providing them with profile forms)
- to act as a point of contact for teachers, encouraging liaison between support – and subject teachers
- to ascertain and respond to teachers' needs
- to participate in the induction of new teachers, where appropriate
- to maintain contact with teachers of SWALS L1 (secondary)
- to share 'good practice' between all sections
- to coordinate the development of resources
- to disseminate information from meetings, where appropriate

**Parents/Guardians**

- to arrange a meeting for new parents, to welcome new parents
- to assist parents in their choice of section
- to provide a welcome/information pack
- to inform parents about the challenges of the system and the help available
- to assist parents in making decisions about their child's education and to advise them on how to help their child
- to act as a point of contact as required

# SWALS SUPPORT

## Subject teacher's request form

Dear Colleagues,

Pupils taking .....L1 are considered to be SWALS. These pupils are entitled to some extra help, if needed, to enable them to cope with following lessons in their L2.

If you feel that a SWALS pupil in your class would benefit from specific language help, not available through our normal Learning Support classes, please complete this form.

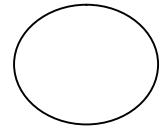
Many thanks,

**Subject teacher:** .....

**Date:**

**Subject:** .....

**Year Group**



**Reasons for providing SWALS support:**

(as many reasons as are relevant may be circled)

- a. Gaps in knowledge caused by a late arrival in the system
- b. New pupil with little experience of the language used in your subject
- c. An insufficient level of academic English/French/German

**Additional Information**

- d. General academic weakness
- e. Special learning difficulty
- f. Other.....

Information			Name of the student			Reason					
Letter given ....	Reply from parents		NAME	First name	Class	a	b	c	d	e	f
	no	yes									
			1.								
			2.								
			3.								
			4.								
			5.								

essential information

Support given **YES**

Time of lesson: \_\_\_\_\_ Day: \_\_\_\_\_ Period: \_\_\_\_\_

Teacher: \_\_\_\_\_ Room: \_\_\_\_\_

**SWALS PROGRESS CHART****MODEL****STUDENT:**  
**TEACHER:****Class:**  
**Subject:**

Please circle a number in the October/February/May column.

**1 = strongly disagree : 2 = disagree : 3 = agree : 4 = agree strongly**

Comments can be written at the end of the document.

Please return to. . . . .

before

...../...../.....

	<b>Question</b>	<b>October</b>	<b>February</b>	<b>May</b>
1	The student is at ease in understanding classroom instructions	1..2..3..4	1..2..3..4	1..2..3..4
2	The student watches and observes others in order to imitate them and join in activities	1..2..3..4	1..2..3..4	1..2..3..4
3	The student's language is sufficient to follow the class	1..2..3..4	1..2..3..4	1..2..3..4
4	The student uses non-verbal gestures to indicate meaning	1..2..3..4	1..2..3..4	1..2..3..4
5	The student only responds in single words or simple phrases that are not necessarily grammatically correct	1..2..3..4	1..2..3..4	1..2..3..4
6	The student is beginning to communicate in comprehensible, if not grammatically correct, language	1..2..3..4	1..2..3..4	1..2..3..4
7	The student has sufficient language to communicate fluently his/her thoughts orally	1..2..3..4	1..2..3..4	1..2..3..4
8	The student reads a simple unfamiliar text with understanding	1..2..3..4	1..2..3..4	1..2..3..4
9	The student reads a more complex text with understanding	1..2..3..4	1..2..3..4	1..2..3..4
10	The student writes simple text with the support of an adult	1..2..3..4	1..2..3..4	1..2..3..4
11	The student writes simple and easily comprehensible sentences independently	1..2..3..4	1..2..3..4	1..2..3..4
12	The student writes a comprehensible complex text	1..2..3..4	1..2..3..4	1..2..3..4
13	The student uses a variety of tenses	1..2..3..4	1..2..3..4	1..2..3..4
14	The student is able to maintain focus for a reasonable length of time	1..2..3..4	1..2..3..4	1..2..3..4
15	There are signs of unacceptable behaviour as a result of his/her linguistic difficulties	1..2..3..4	1..2..3..4	1..2..3..4
16	He/she uses material in his/her own language as reference	1..2..3..4	1..2..3..4	1..2..3..4
17	The student appears well integrated in the class	1..2..3..4	1..2..3..4	1..2..3..4

**October comment:****2nd comment:**

To be completed with the L1 teacher

Please answer the questions below.

1. **How many years had you studied en/fr/de (language of the section) before coming to the European School?**

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2. **How adequate was your previous knowledge for studying subjects in en/fr/de?**

*1=very poor, 2=poor, 3=adequate, 4=good*

*Please circle appropriate answer.*

Understanding	1	2	3	4
Oral	1	2	3	4
Written	1	2	3	4

3. **How many periods of support did you receive this year?**

3.1	One-to-one	
3.2	In a group	

In the following questions:

*1= strongly disagree, 2=disagree, 3=agree, 4=strongly agree*

*Please circle appropriate answer.*

4. **How much do you agree with these statements?**

The support gave me more confidence in class	1	2	3	4
The support raised the level of my en/fr/de	1	2	3	4
The support was sufficient	1	2	3	4
The support teacher understood my needs and helped me	1	2	3	4
I found the support superfluous	1	2	3	4

Experience in Class

*This applies to subjects normally taught in mother tongue i.e. Maths; Integrated Science; Human Sciences; Biology; Chemistry; Physics.*

5. **I found the following lessons difficult to follow because of my level of en/fr/de (as many subjects as are relevant may be circled)**

Maths	
Physics	
Chemistry	
Biology	
Integrated Science	
Human Science	

**6. How much do you agree with these statements?**

On the whole teachers are easy to understand	1	2	3	4
Teachers make allowances for my language difficulties	1	2	3	4
I feel intimidated by the level of native speakers of en/fr/de in class	1	2	3	4
My progress in class has been held back because of problems in en/fr/de	1	2	3	4
My future choice of options will be restricted by my command of en/fr/de	1	2	3	4

**7. My progress would have been improved by:**

--

**Thank you for taking the time to fill in this questionnaire.**

Parents' name:

Pupil's name:

Section:

Year:

L1:

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*Please circle appropriate answers.*

**1. Prior to the arrival I received information about the SWALS provision from:**

➤ YES                      ➤ NO

**If so, I received information from**

a) My employer

➤ YES                      ➤ NO

b) directly from school

➤ YES                      ➤ NO

c) Internet

➤ YES                      ➤ NO

d) others (please specify)

**2. The information was sufficient for my needs.**

➤ YES                      ➤ NO

**3. I received written information explaining SWALS provision.**

➤ YES                      ➤ NO

**4. I was adequately advised about the choices available for my child.**

a) the choice of section

➤ YES                      ➤ NO

b) the choice of subjects

➤ YES                      ➤ NO

c) the choice of options

➤ YES                      ➤ NO

**5. The School has given me the contact details of the SWALS coordinator.**

- YES                      ➤ NO
6. **My child was helped to settle.**
- YES                      ➤ NO
7. **My child felt welcome at school.**
- YES                      ➤ NO
8. **I was informed that my child was assessed in the language of the section.**
- YES                      ➤ NO
9. **My child received support lessons.**
- YES                      ➤ NO
10. **The support has been helpful.**
- YES                      ➤ NO
11. **I was encouraged to help my child use materials in his/her mother tongue.**
- YES                      ➤ NO
12. **Please list any measures taken by the school that you have found helpful.**
- 
- 
- 
13. **Please list your suggestions for improvement in SWALS provision/support**
- 
- 
- 

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**OVERALL RATING**

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**Please give an overall rating for the support provided for your child’s integration.**

- Totally inadequate**
- Poor**
- Satisfactory**
- Good**
- Very good**

## **Pilot Project LG and SWALS L1 Teaching and SWALS Support**

Observations of current situation

SWALS L1 teaching:

- Teachers and pupils are isolated in the different ES
- Appropriate resources are not readily available
- Knowledge, expertise and material are developed by individuals

SWALS support:

- SWALS pupils experience similar problems across the schools (L2 and subjects)
- Appropriate resources are neither readily available nor widely shared
- Knowledge, expertise and material are developed by individuals

Aim:

- stimulate professional development in both areas (SWALS L1 teaching and SWALS support) through LG
- exchange useful material and information via LG
- 

What is needed?

- 2 structures on the LG (for Primary and Secondary Cycles)
- A common format and general criteria for the presentation of materials
- Criteria for the award of the ES label

Management of the platform

- Teachers send material to manager of the LG
- The appointed manager should have some technical and pedagogical competence. This function could be carried out alongside other tasks by a member of the Pedagogical Office staff and the time required is estimated at half an hour per week.
- The manager puts it in the appropriate files and sends a notification to the specified group
- In case of any doubt concerning the appropriateness of the materials the manager informs the inspector(s) responsible for the pilot project
- Three times a year the steering group reviews the input and gives an ES label to examples that meet the criteria
- Steering group to consist of one Primary and one secondary Inspector and three coordinators

How would it work?

- The criteria will be reviewed every three years in line with new priorities (use of ICT, project approach, ...)