 

Languages for Learning: home language use

GROUP NAME:­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss each of the questions below and any you have of your own, making notes in the boxes below.

**Teacher materials:**

Which parts of a lesson would you prioritise for translation?

How you will go about prioritising which languages you will draw on explicitly in written and/or verbal form?

Where you will source material in languages other than English?

**Pupil participation:**

Who would you put together in a group to support/enable translanguaging and how will you decide this?

How you will encourage and enable pupil-pupil talk through translanguaging?

What if pupils and/or parents resist?

**Outcomes:**

Will you prioritise home language use as part of the process of learning or in pupil products also?

What will you do regarding assessment?

 

Languages for Learning: drawing on parental expertise

Drawing on the documentation you have brought with you from your school/service/organisation, discuss and reflect critically on the following questions. The box is to record any useful ideas/conversations.

**Collecting data:**

What information does your school collect about children’s languages (thinking back to yesterday’s lecture on plurilingualism and translanguaging)? Does this information include the child’s access to languages (spoken and written)? How are the questions phrased?

What processes are undertaken in collecting this information? For example, how do you ensure parents understand the questions?

Where is this information stored?

How is this information accessed and used by teachers in school?

**Using the data:**

How are parents supported in participating in school events such as teacher parent meetings, open assemblies, support opportunities, visits out of school? How is important school information communicated to parents?

How is parental language expertise utilised in school? If so in what ways? If not, are there things you could do differently?

How are relations with parents built in your school?