

VÄLKOMNA WELCOME

*Bienvenue à Malmö
et le centre de langue*



Johanna Söderlund & Lisa Lundkvist

Supervisors and consulting teachers

- Supporting the primary schools in Malmö in working with newly arrived pupils

11.15-11.30

Welcome! Coffee, tea, fruit

11.30-13.00, presentation, questions, reflections/discussion

Inclusion of newly arrived pupils

- *The Swedish school system*
- *The language center*
- *The reception unit - mapping & teaching*
- *Study guidance*
- *Mother tongue teaching*
- *Parent co-operation*
- *How we work to support headmasters and teachers*

13.00-13.30

Baguette, coffee, tea and cake



75 municipal (+30 private) compulsory schools

50% of the students have a foreign background



30 000 pupils in the compulsory schools

population: 331 201

Welcome to Malmö!

50% younger than 35

31 % are born abroad

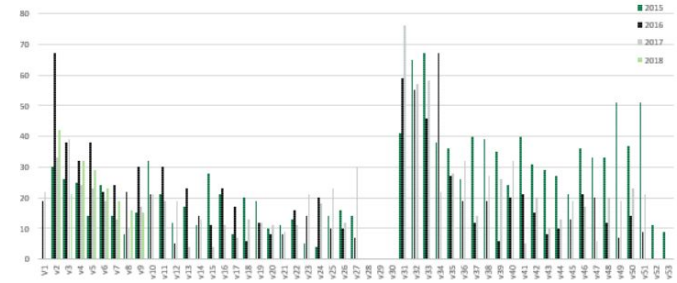
3000 pupils have study counselling



51 languages

15 000 participate in mother tongue education

Newly arrived pupils Malmö 2015-2017



298 pupils have so far been registered in Malmö in 2018

2017: 1004 pupils

2016: 1027 pupils

2015: 1252 pupils

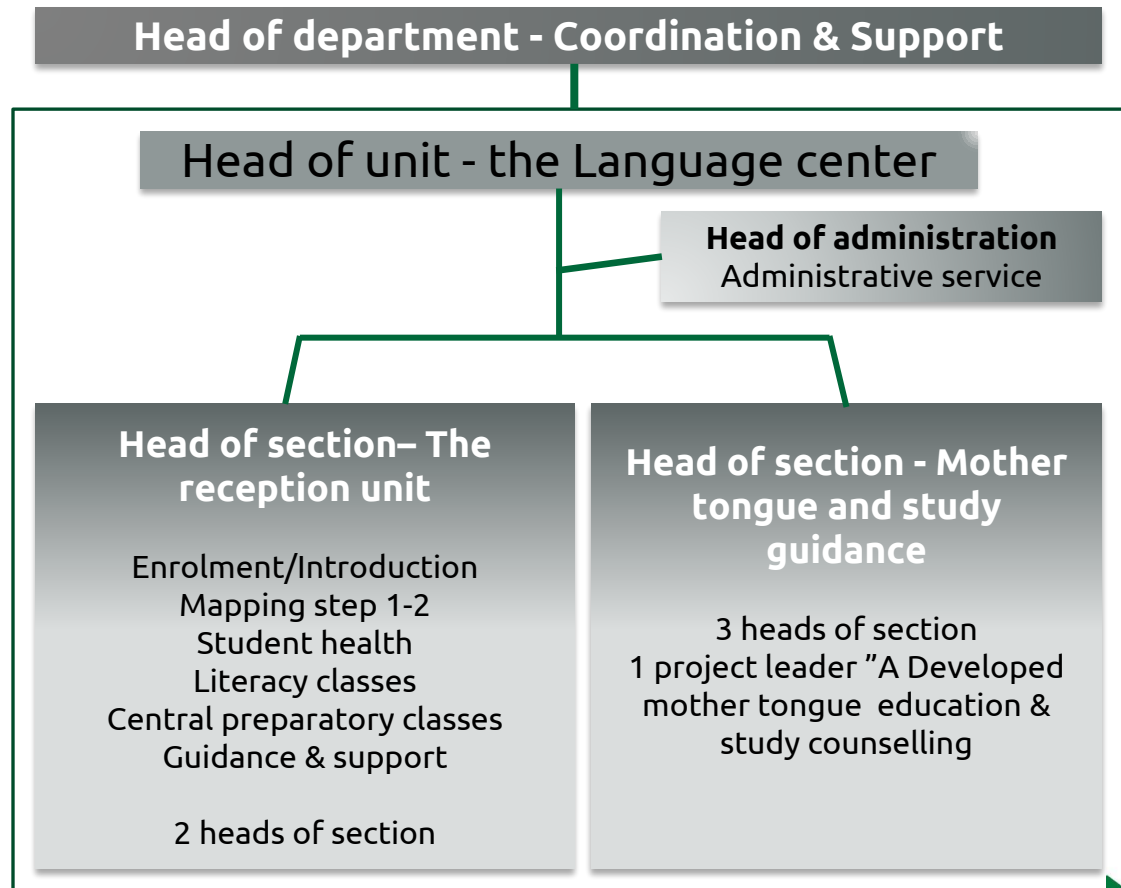
Average / week 2017: 19 pupils

Beata Engels Andersson

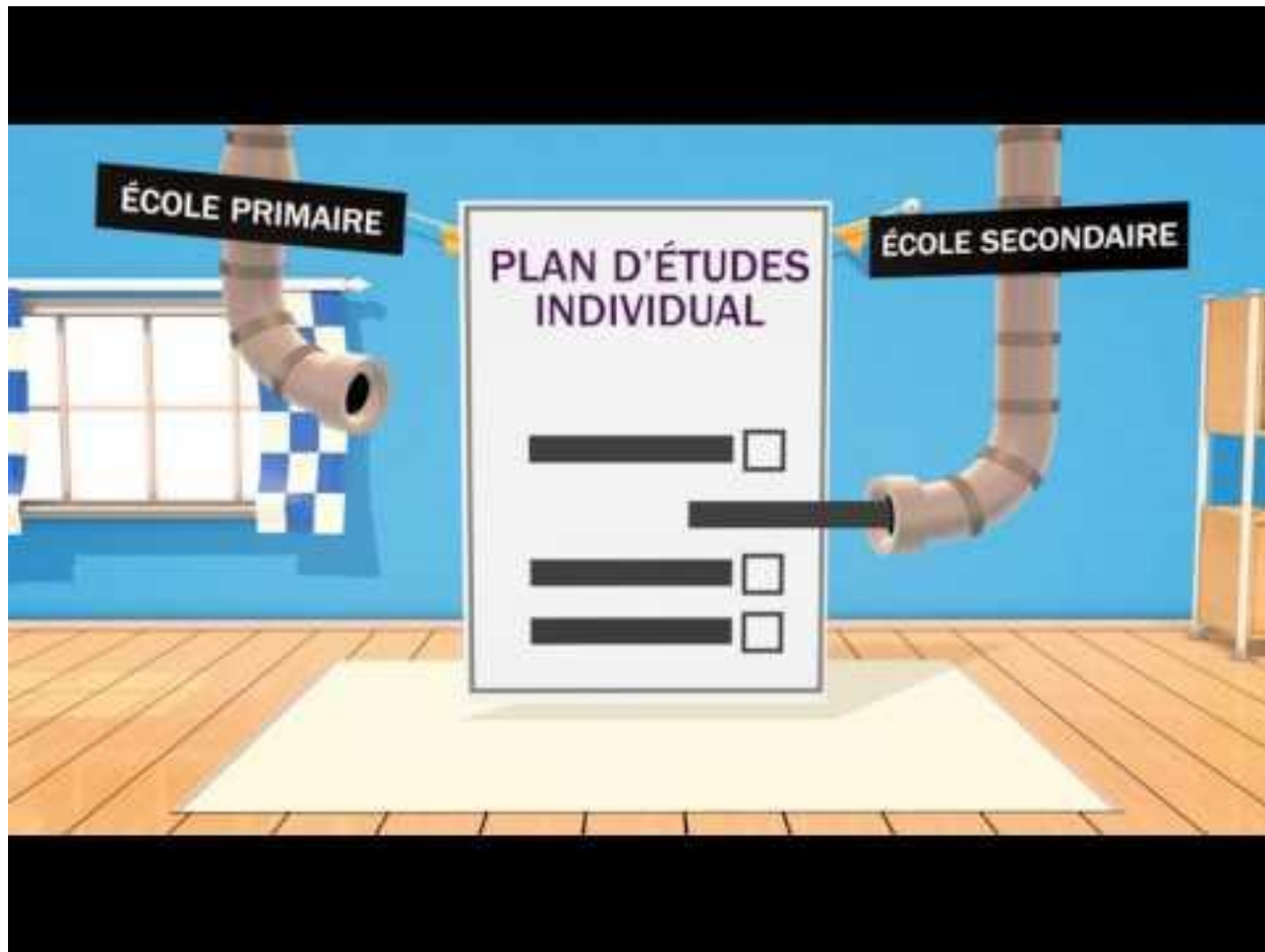
Head of the Language center, Administration of
Compulsory Education

Organization of the language centre

The language center
is a part of the
Education District
Coordination and
Support,
Administration of
Compulsory Education,
and organizes the
work with multilingual
pupils in Malmö



Le système scolaire suédois



School law regarding newly arrived pupils

From 1st of january 2016

Newly arrived during 4 years

Mandatory mapping (2 steps) within 2 months

- which grade?
- which teaching?

Preparatory classes

- only part time
- maximum 2 years

Study counseling in the mother tongue

Mother tongue education

Swedish as a second language



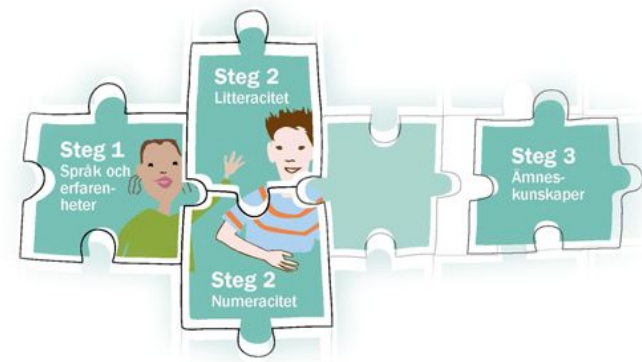
The reception unit

newly arrived
pupil

- Enrolment, school placement & health check-up
- 2-8 weeks of introduction including:
 - The Mapping in two steps
 - Basic swedish & introduction to the swedish school system
 - Parent information
 - Hand over to new school!

Why mapping?

- mandatory
- interculturality
- learning identity
- put focus on the pupils knowledge & abilities instead of their (lacking) language skills



Age of arrival	Average time for conquering the school language
5 - 8	3 - 8
8 - 11	2 - 5 (literacy in the mother tongue)
12 - 15	6 - 8

Mapping

-in the pupils strongest language

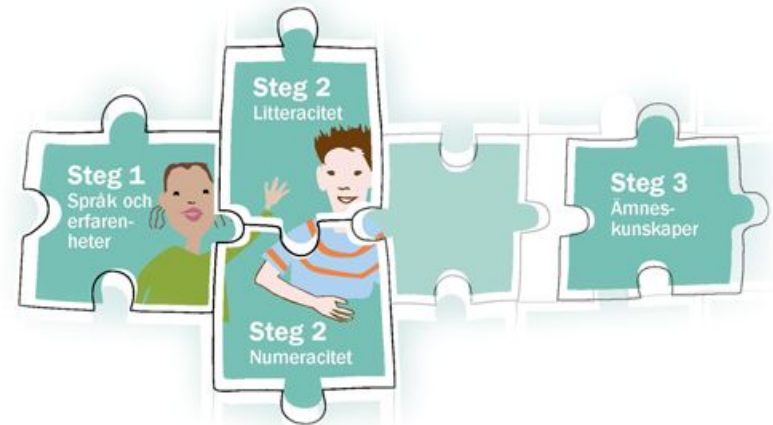
w/ pupil, teacher, translator, 70 min

- Step 1: Language(s) & prior experiences

- Step 2: Litteracy

- Step 2: Numeracy

- Step 3: 15 school subjects (not mandatory)



Reflections?

Comments?

Questions?



Melinda Malmström

First teacher at Mosaik school

Teaching Swedish as a second language,
newcomers and analfabetic group.

Team leader, assignments as First teacher: to
develop the organisation and its quality work

- Mentorship for newly employed teachers at Mosaic School
- Training colleagues in assessment, interdisciplinary work areas



École Mosaïc

- Mêmes possibilités
- Réorganisation
- La langue suédoise et introduction autres matières
- Adaption individuelle
- Le programme national suédois.
- Classe 3:ème préparation école secondaire

La natation



- Approche interdisciplinaire, thématique
- Durant 3 semaines les élèves ont cours de natation
- Le sport en tant que matière scolaire

Cours d'alphabétisation



- Phonétique, le graphisme, la lecture, et l'écriture
- La langue maternelle
- Facilite l'acquisition d'une seconde langue.
- Assistance pour apprendre, comprendre et s'exprimer
- Apprentissage continuant

Reflections?

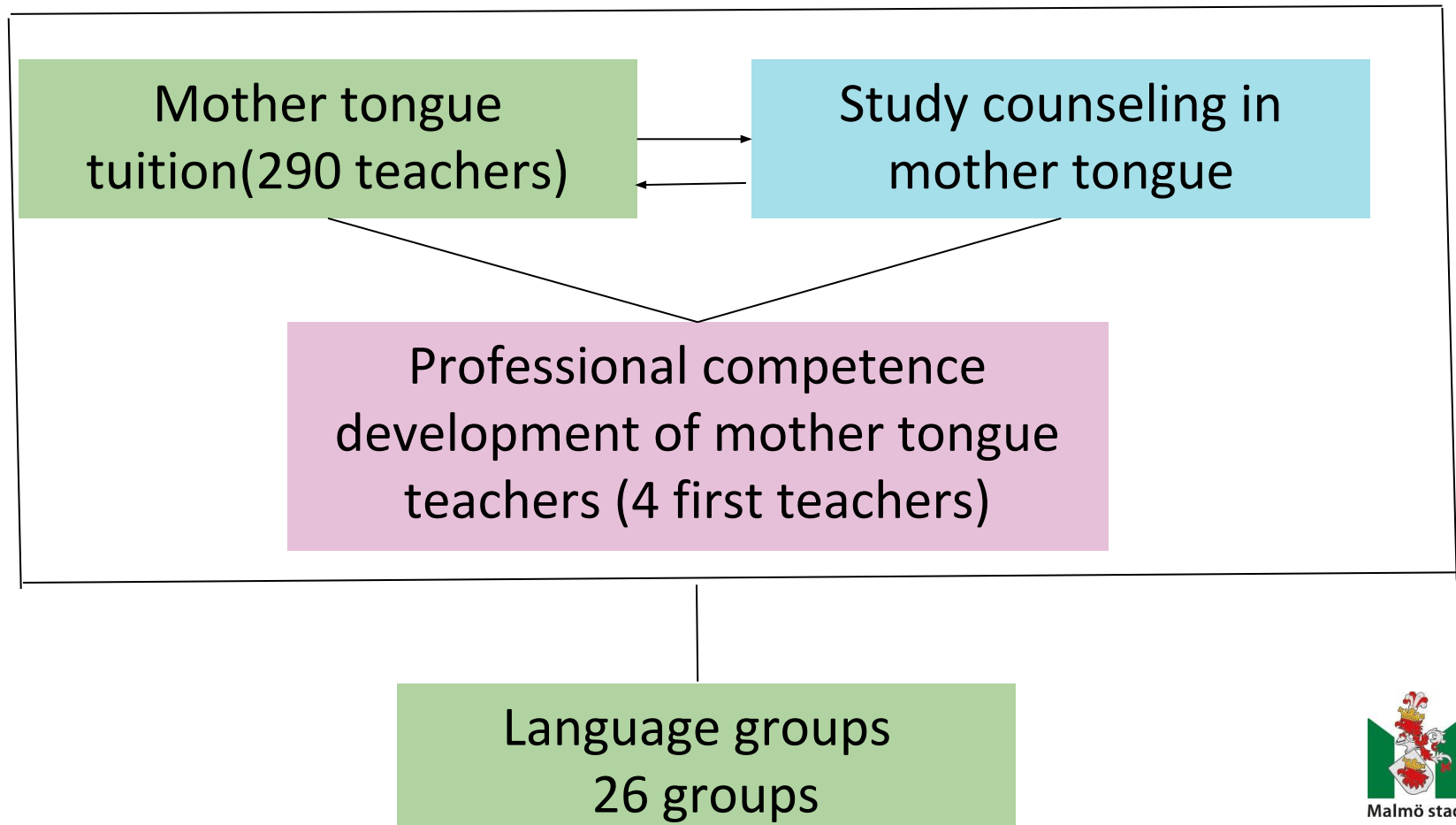
Comments?

Questions?



Unit for mother tongue and study counseling

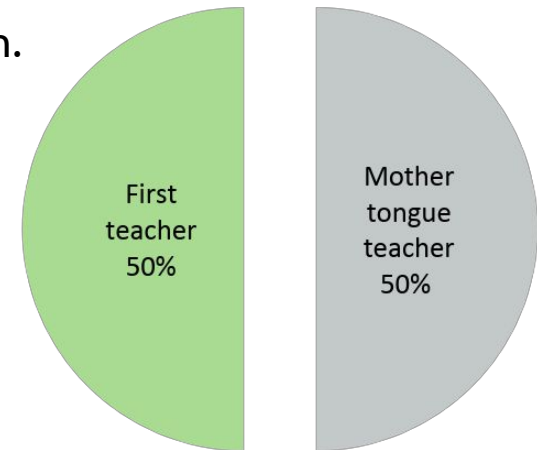
The unit's organizational responsibilities consist of the following areas:



First teacher: Duties and responsibilities -

inhouse professional competence development and External education:

- Being mentors during the introductory period – through courses and individual guidance.
- Guiding colleagues in teaching methods based on research.
- Being responsible for giving courses in subject didactics.
- Being updated in research and personal growth.
- Classroom visits for support purposes and guidance.
- Coaching other teachers to be mentors in leading pedagogical circles within language groups.
- Assisting with research materials and teaching materials to be used in teaching.



University of Malmö: *Swedish for foreign teachers and methodical, pedagogical and didactic education for mother tongue teachers (approx. 1,5 years)*

The Study counselors

- Competent in pedagogics
- Familiar with the Swedish school system and curriculum



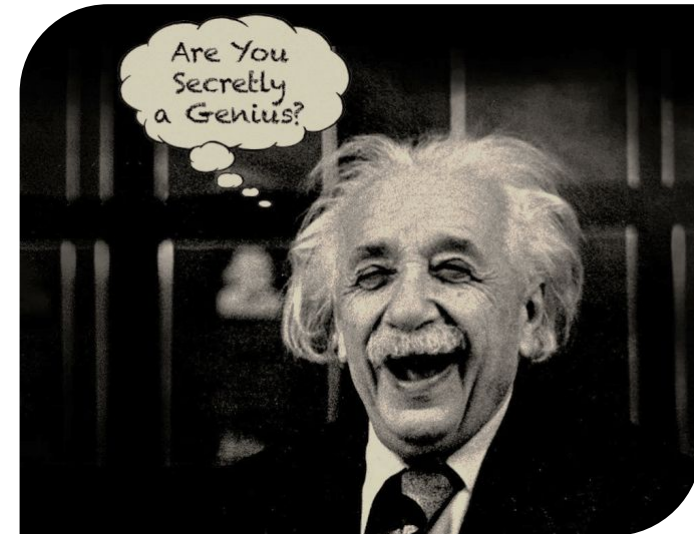
Duties:

All pupils are entitled to receive study counseling in their mother tongue if they are in need of it.

- Provide support in all subjects (syllabus/curriculum) and that facilitates language development.
- Guide the pupil with the aim to be able to manage himself/herself in the classroom as soon as possible.
- Summarize, interpret, translate, clarify etc.
- Taking the pupil's knowledge, background, previous experiences and language into consideration.
- Collaborate and plan with subject/class teacher.
- Evaluate, document and follow up the pupil's development.
- Be a bridge between pupils, parents and school.

Study counseling's different models of guidance

- Step 1 – Contact with the school, the pupil and the class teacher.
 - That the study counseling is preceded by an assessment of the pupil's language and subject knowledge (The school board's mapping profile)
- Study counseling can be organized in three ways:
 - before the lesson.
 - during the lesson.
 - after the lesson.
- Study counseling in mother tongue in different subjects.
 - The efforts are adapted to the pupil's conditions and needs.
 - That the school has competence in being aware of the pupil's multilingualism.
 - That the counsellor and pupil's teacher interact in different ways, for example through digital collaborative tools (such as Google Classroom).



Reflections?

Comments?

Questions?



Safina Khan

Mother tongue teacher of French

- tutoring in french to pupils with french as their mother tongue
- providing study guidance and techniques for pupils who have french as their mother tongue

Enseignement de la langue maternelle à Malmö

Pour qui ?

- élèves allophones primaire, collège, lycée

Objectifs

- épanouissement de l'enfant, valorisation de sa langue et culture d'origine

Enseignant en langue maternelle



Formation

- Formation initiale
- Formation continue



Travail

- L'enseignant créer ses groupes :
- Par niveaux
 - Disponibilité des élèves, des locaux



Il organise son emploi du temps en conséquence



- Réunions hebdomadaires :
- Travail pédagogique par groupe de langues
 - Formation obligatoire en informatique
 - Réunions d'informations avec la direction



Rôles

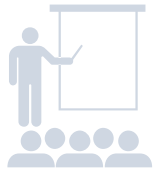
- enseignement de la langue maternelle
- accompagnement individualisé des élèves



Hétérogénéité

- Hétérogénéité des groupes : élèves de 6 à 15 ans avec niveaux variés

Organisation des enseignements



Cours organisés après la classe ordinaire
dans les établissements scolaires

Travail



60 minutes pour les élèves au CP,
80 minutes pour les élèves du CE1
à la 3ème, 120 minutes pour les
lycéens



Au minimum 5 élèves pour
former un groupe



Groupes hétérogènes

Méthode d'enseignement

Maintenir l'intérêt et la motivation des élèves •

Créer une dynamique dans le groupe •

Planifier la séquence pédagogique •

Approche thématique •

• Instaurer un climat de confiance

• Alternier travail individuel / travail collectif

• Diversifier les supports pédagogiques (ressources audios, vidéos..)

Challenges

• Manque de communication avec les écoles : enseignant peut travailler dans plus de 10 écoles voire plus

• Ressources pédagogiques difficiles à obtenir ou non compatibles avec le programme d'étude en LM : certains enseignants créent leur propre matériel

• Temps imparti insuffisant par rapport aux objectifs fixés dans le plan de travail

• Début du cours tardif (après la classe ordinaire de l'élève)

• Enseignant doit être pluridisciplinaire

• Hétérogénéité du groupe



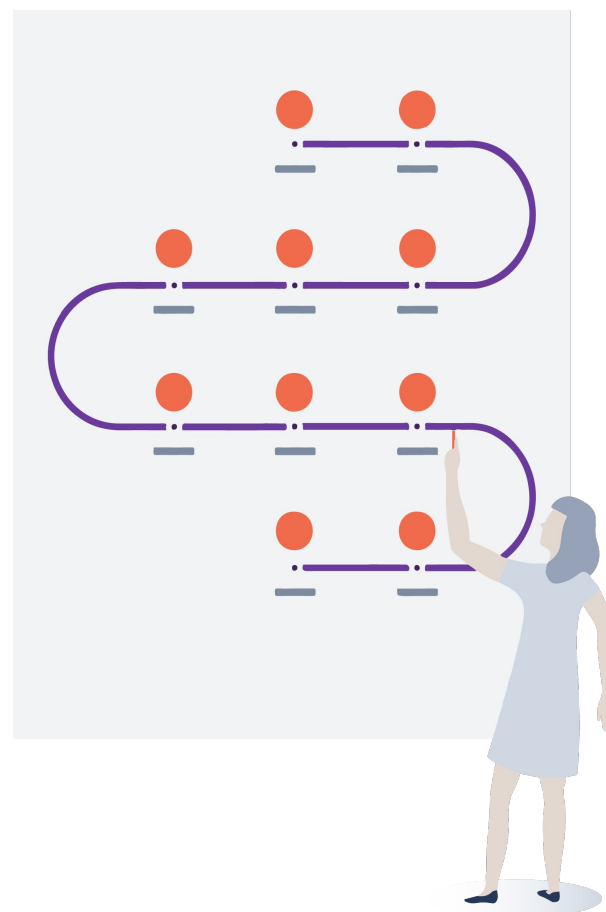
Résultats

Skolverket 2002 : les élèves participants au cours de LM se sentent plus en sécurité, ont plus d'assurance et se sentent mieux à l'école.

Skolverket 2008 : les élèves qui suivent les cours d'enseignement de LM ont de meilleurs résultats dans les autres disciplines étudiées à l'école.

Ces élèves ont de meilleurs résultats scolaires que les élèves de parents migrants qui ne suivent pas les cours de LM.

Les enfants ayant une bonne maîtrise de leur langue maternelle atteignent plus rapidement le même niveau linguistique que leur camarade suédois



Reflections?

Comments?

Questions?



Guidance & Support

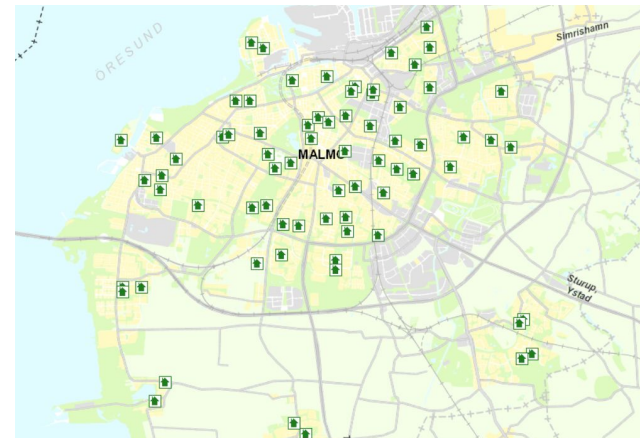
Supervisors and consulting teachers

- Supporting the primary schools in Malmö in working with newly arrived pupils

We support schools in working with newly arrived pupils through:

- Creating a good reception, introduction & education for newly arrived students
- Hosting initial meetings for dialogue
- Networks for teachers
- Providing information to parents
extended information about the swedish school system & the founding values of the school

Supporting the elementary schools



Some of the projects we are working on right now:

- Creating a good reception & good routines for newly arrived students
- Effective teaching of newly arrived students through:
 - The results of the mapping
 - Scaffolding
 - Language oriented teaching
 - Translanguaging
 - Study counselling in the mother tongue
 - Digital tools
- Teaching in preparatory classes
- The bridge between the reception unit and ordinary schools

Reflections?

Comments?

Questions?



What is the french education system like?

Similarities and differences?

