**Template to collect promising practice**

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| Approach/practice/project | Intensive teaching of the language of schooling in transitional classes |
| Catchphrase to make people understand your example | How can the students with a migrant background achieve the necessary level of language competence, as soon as possible? |
| Choose the main area it refers to | Role of language in learning |
| Add a dimension, if you can | Promote language development |
| Age group | 12 to15 |
| Time needed to implement the PP | The duration of this programme for each student is maximum 2 years |
| Main language of the PP presentation | English |
| Languages used in the PP | Greek, languages of the children with a migrant background |
| Longer description giving more insight into the example | Children with a migrant background are placed in general classes and attend lessons 19 periods per week, according to the timetable of their grade. At the same time, these children attend intensive lessons on the language of schooling, 14 periods per week. Extra 5 teaching periods are also provided for support in Mathematics and Natural Sciences, especially in relation to terminology and core knowledge. The aim of this programme is to aid the newly arrived children to fully attend the timetable of public secondary general schools as soon as possible and enhance their knowledge and skills in the language of schooling. |
| Link to Promising practice (if relevant) |  |
| Name/format of Promising practice | Intensive teaching of the language of schooling in transitional classes |
| Length if audio/video |  |
| Link to project (if relevant) |  |
| Format of Project | Official policy for the integration of children with a migrant background in the secondary general schools |

**Example (for inspiration ☺!)**

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| Approach/practice/project | ICMEE |
| Catchphrase to make people understand your example | How can teachers structure learning activities that require two or more languages, even if they are not in a bilingual school? |
| Choose the main area it refers to | Attitudes towards languages |
| Add a dimension, if you can | Valuing students' languages |
| Age group | 6 to 18 |
| Time needed to implement the PP | 1 session |
| Main language of the PP presentation | English |
| Languages used in the PP | English |
| Longer description giving more insight into the example | Teachers will learn some practical multilingual classroom activities that encourage students to use home languages in the classroom. Moreover, the eWorkshop is designed to support teachers in talking with each other around the use of language. The essential question reflects how well this eWorkshop would fit to the purpose of those statements: how can I set up routines and learning activities that promote the use of home languages in my classroom? |
| Link to Promising practice (if relevant) | <https://www.youtube.com/watch?v=tchT67TRaPw&feature=youtu.be> |
| Name/format of Promising practice | Video presentation with subtitles translated by Youtube |
| Length if audio/video | 5'21 minutes |
| Link to project (if relevant) | [Check out "Home Languages in the Classroom" flyer https://cehs.unl.edu/tlte/ICMEE/Flyer/Home%20Languages%20in%20the%20Classroom%20%28Grades%202-8%29.pdf](https://cehs.unl.edu/tlte/ICMEE/Flyer/Home%20Languages%20in%20the%20Classroom%20%28Grades%202-8%29.pdf) |
| Format of Project | On-line workshop |