**HARJU-AUTTI Linguistic support (LS) FINLAND**

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| Title of the Promising practice | **Linguistic Support – LS** (KIETU, kielellisesti tuettu opetus in Finnish)  A peer-reviewed article published in Nov 2018 (in Finnish only)   Harju-Autti, R., Aine, T., Räihä, P. & Sinkkonen H.-M. 2018. Kielellisesti tuettu opetus (KIETU-opetus) yläkouluikäisten maahanmuuttajaoppilaiden pedagogisena tukena. *NMI-Bulletin 28, 3*: 16-31. |
| Type (ex: lesson plan, teacher training, professional development, …) | Teacher competences, teaching, inclusive education, professional development, curriculum planning, school development |
| Level(s) of implementation (classroom, school, wider community) | Lower secondary level, especially for immigrant students who have arrived in the country after the age of 10.   School culture |
| Stakeholder(s) aimed at | Immigrant students and families, school communities, the whole society |
| Choose the main area(s) it refers to\* | Role of language in learning, Developing language knowledge and skills, Orienting newcomer students and families |
| Add dimension(s), if you can\* |  |
| Age group targeted | 12-17 |
| Time needed to implement the PP | Depending on the resources, the mindset of the school, and the qualifications of the teachers, the PP can be implemented relatively quickly. |
| Language(s) of the Promising practice | The language of schooling (the example is in Finnish) |
| Country(ies)where the PP is implemented | Finland (there are different ways of implementing the PP, because there are no uniform instructions on providing linguistic support) |
| Catchphrase to make people easily understand your example | Being an immigrant is not a medical diagnosis, and learning a new language takes time. Additional linguistic support is offered, because language is the key in learning and participation in democratic life. |
| Longer description giving more insight into the example | LS is particularly used for scaffolding adolescent language learners (after they have participated a one year preparatory education programme) when they are integrated into regular classes in lower secondary education.  The focus of the support is in mathematics, natural sciences, social sciences, and foreign language education.  LS teacher’s work duties consist of collaboration with the subject teachers (following the curricula of the subjects), helping the language learner students in learning the language and the concepts of the subjects, and home-school collaboration. LS teacher should have knowledge on language learning (i.e. the competence of a language teacher) combined to vast general knowledge  The students arriving from the Middle East, Africa or Asia have not necessarily been able to participate in education, or their history of schooling differs from that of the native students. Therefore, the presence of a specific teacher scaffolding with the subject contents and linguistic skills helps to create a safe learning environment (the Zone of Proximal Development, ZPD, Vygotsky 1978).  An LS teacher is a pedagogical expert scaffolding immigrant students both with linguistic, academic and social integration in the school context.  LS is an addition to the regular teaching staff, which in Finnish lower secondary education is usually divided into subject teachers and special education teachers. In Finland, Finnish as a Second Language (FSL) is also taught extensively in municipalities with a dense immigrant population. LS is an additional support given **during the school days** either by co-teaching with subject teachers or dividing the classes into smaller groups where the needs of the students can be met more efficiently.  In teaching, all the languages of the students are respected, and used as a valuable resource for learning. Teaching methods in smaller Linguistic Support groups consist of acting, singing, drawing, reading aloud, comparing the languages, and so on. |
| Tools and resources necessary to implement the idea | Teachers with teaching competence in language education and subject specific contents. Good planning of student schedules. Teacher collaboration. |
| Added value | Increased pedagogical well-being among students and teachers. |
| Tips to better implement the PP (or help to face the challenges) | Teacher training, seeing the school culture and its diversity in a new way, aiming at meeting the needs of the language learners in a more holistic manner. |
| Link(s) to Promising practice (if applicable) |  |
| Name/type of additional document(s) you are adding to the template (if appl) |  |
| Name of ECML project the PP is extracted from (if applicable) |  |
| Policy or theoretical background (if applicable) | Sociocultural language learning and ZPD (Vygotsky, 1978; 1986, Van Lier 1996; 2004) |

**\* Please consult the list of areas and dimensions on the Padlet (column: Workshop general info):** [**https://padlet.com/rebeccadahm/LoSWorskhop**](https://padlet.com/rebeccadahm/LoSWorskhop)

Make sure you save the template under the following format, before sending it to us, so that we can easily get back to you, if necessary:

YOURNAME main area of template YOURCOUNTRY

Ex: DEMILLIANO promoting informal language learning NETHERLANDS

Please, send your promising practice(s) to all 4 team members:

[katri.kuukka@oph.fi](mailto:katri.kuukka@oph.fi)

Selin.Oenduel@zuerich.ch

[nermina.wikstrom@skolverket.se](mailto:nermina.wikstrom@skolverket.se)

[rebecca.dahm@univ-tlse2.fr](mailto:rebecca.dahm@univ-tlse2.fr)

THANKS AGAIN for your precious contribution!