A roadmap for schools to support the language(s) of schooling

Areas and Dimensions

The ROADMAP is organised according to 9 areas, subdivided into 32 dimensions.

In the ROADMAP, **area** refers to the nine thematic aspects which are seen essential in designing and developing a school culture that aims to develop the whole school approach to support language/s of schooling. These areas are partially overlapping, and certainly interrelated. The areas are as follows: Awareness of language dimension, Developing language knowledge and skills, Metalinguistic awareness, Role of languages in learning, Attitudes towards languages, Promoting informal language learning, Language resources at school, Orienting newcomer students and families, and Professional development.

The concept **dimension** is used to indicate a subcategory of an area. Each dimension illustrates the principles, approaches, procedures or concrete actions manifesting the implementation of the particular area into the school practices. They enable the development of the whole school approach to support language/s of schooling. The dimensions are expressed as statements in the self-assessment tool, to be evaluated by different stakeholders.

Abbr.	AREAS	DIMENSIONS	Nr. of the dimension
AW	Awareness of language dimension	Emphasis on language learning	1
		Being language models	15
		Importance of challenging activities	31
DEW	Developing language knowledge and skills	Teaching specificities of language	12
		Awareness of spoken and written language	16
		Improving speaking/writing skills	17
		Improving listening/reading skills	18
ML	Metalinguistic awareness	Language dimension in subject teaching	13
		Language-related concepts	14

LIL	Role of languages in learning	Importance of language in subject teaching	6
		Promoting language development	7
		Plurilingualism during lessons	24
		Bridging languages for learning	30
		Building upon previous knowledge and experience	32
ATT	Attitudes towards languages	Valuing students' languages	8
		Tracking literacy development	9
		Promoting plurilingualism	23
		Displaying plurilingualism in the school environment	25
INF	Promoting informal language learning	Opportunities for informal language learning	19
		Supporting students' language development at home	20
LANG	Language resources at school	Knowledge about the students' languages	11
		Knowledge about the staff's languages	22
		Knowledge about the families' languages	26
OR	Orienting newcomer students and families	Making use of language resources at school	21
		Professional resources for communication	27
		Community resources for communication	28
		Key documents in different languages	29
PD	Professional development	Structures for professional development	2
		Planning and reviewing	3
		Developing teachers' awareness	4
		Cooperation among teachers	5
		Professional learning communities	10

Definitions of the areas

Awareness of language dimension means putting an emphasis on language learning in general, understanding the importance of being language models (for the whole staff), and giving the students challenging activities.

Developing language knowledge and skills means that the teachers focus on the specificities of language in their teaching, increase the students' awareness of spoken and written language, and improve constantly their speaking/writing and listening/reading skills.

Metalinguistic awareness means taking into account the language dimension in subject teaching and exploring/learning language-related concepts, whatever the subject, to help learners understand and use content more easily.

Role of languages in learning means that the importance of language in subject teaching is recognised, and students' language development is promoted. It means also using the advantages of plurilingualism during lessons, bridging languages for learning, and building upon students' previous knowledge and experiences.

Attitudes towards languages means valuing students' languages, and tracking their individual literacy development. This area also recognizes the importance of plurilingual approaches and the way languages are visible in the school environment.

Promoting informal language learning means supporting the opportunities for students' informal language learning and their language development at home.

Language resources at school means knowing about the languages of the students, staff and families, and knowing when and how to use them to facilitate the students' integration.

Orienting newcomer students and families means supporting the newcomers by using the language resources of the school environment, including both the professional and community resources for communication. This could be, e.g. producing the necessary key documents in different languages.

Professional development means having the structures for planning and reviewing the teachers' competences, developing their awareness and cooperation, and creating and supporting professional learning communities inside the school. This area can, for example, include action-research, collaborative learning, etc*.*