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Participant's report to the National Nominating Authority and the National Contact Point

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report¹ in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat (Erika.komon@ecml.at)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting

Name of the workshop participant	Jennifer Oelz
Institution	International School of Bergen
E-mail address	Jennifer.Oelz@isob.no
Title of ECML project	A roadmap for schools to support the language(s) of schooling
ECML project website	https://www.ecml.at/ECML-Programme/Programme2016-2019/Languagesofschooling/tabid/2994/Default.aspx
Date of the event	15-16 November 2018
Brief summary of the content of the workshop	<p>This workshop at ECML in Graz opened with lectures by the project team on the language dimension in all school subjects, with Science used as a specific example. The importance of raising our vulnerable students up through targeting academic/subject-specific language was emphasized. Beneficial group discussions were held, in which participants gave valuable input on issues in their own national context regarding language(s) of schooling. Schools may use the web-based Roadmap tool in order to determine just how well they are performing regarding the language(s) of schooling. Created by the project team, the Roadmap tool includes a survey that may be used by school stakeholders, with questions falling within nine areas regarding the language of schooling. The 27 workshop participants from various member nations collaborated in groups at the workshop to help create a resource bank of promising practices categorized into these nine areas, in order for schools to access ways they can improve where needed. The workshop participants came with suggestions on how the Roadmap could be improved, regarding the Guide, the Roadmap tool itself, and the technical functionality of the tool.</p>
What did you find particularly useful?	<p>The lecture by Sophie Babault on “Communication and Concept Learning in Science Classes” was engaging. Sophie explains how it is not just immigrant students, but also native students who do not come from a specific academic family background, who need a solid language foundation/command of subject-specific terminology in order to succeed in their subjects.</p> <p>The spidergram and subsequent graphs in the Roadmap tool may also reveal how various stakeholders are frankly unaware of the support provided to students, thus indicating that communication needs to improve. It was helpful to learn more about and discuss the Roadmap with its creators after having used it at my institution in Norway, and to gain more clarity and overview of the project.</p>

	<p>It was valuable to speak with other workshop participants in various positions within the field of education, about their experiences and issues regarding the language(s) of schooling, and realize how great the challenges are in this area.</p>
<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>I will give a presentation to my administrators and colleagues, and I plan to write an article for submission to the Norwegian Teachers Union's publications. Once the Roadmap has been fine-tuned by the project team at ECML, I would also like to make the Ministry of Education in Norway aware of the Roadmap. I will also share the Roadmap once fine-tuned with the UiU network in Norway, a national project that recently ended officially.</p>
<p>How will you further contribute to the project?</p>	<p>I will continue to use the Roadmap, and I will follow along to see the improvements made to it.</p>
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	<p>ISB colleagues, international school network in Norway, UiU network, Udf publications, Udir, social media (Facebook)</p>
<p>2. Public information</p>	
<p>Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).</p>	
<p>The European Center of Modern Languages (ECML) har nylig holdt en workshopp i Graz, Østerrike for deltakere av medlemsland. Norge har også deltatt i workshopen: "A Roadmap for the language(s) of schooling". Målet med prosjektet er å utstyre skolen med verktøy for bedre å kunne hjelpe sårbare elever til å lykkes i sin skolegang. Dette gjelder for alle elever, enten de er innvandrere eller statsborgere, for å hjelpe dem å mestre det generelle faglige språket, eller "vitenskapelig" språk som er karakteristisk for alle skolefag. Den flerspråklige prosjektgruppen har opprettet et nettbasert selvvurderingsverktøy kalt "Roadmap" for akkurat dette. Roadmappen er en undersøkelse der man vurderer sin institusjon innen ni forskjellige områder som gjelder språk i skolen. Roadmappen genererer deretter et spidergram fra resultatene, og gir en hel skoleoversikt som videre bryter ned dataene i detaljerte grafer på de ulike stakeholders responsene innen hvert av de ni områdene. Stakeholderne inkluderer skoleledelsen, lærerne, elevene og foreldrene. Håpet er også at Roadmappen skal fremme diskusjon blant stakeholderne, samtidig som det gir en mengde promising practices, eller lovende praksis tilbud, som kan hjelpe skolen med å adressere områder for forbedring. Om ikke annet, hjelper Roadmap-prosjektet med å øke bevisstheten om studentsårbarhet og tilbyr friske løsninger.</p>	

