Opportunities for learners

Source, source, Quelle: EOL expert team

Content, Contenu, Inhalt

Main themes Thèmes centraux Hauptthemen	**X plurilingualism, plurilinguisme, Mehrsprachigkeit** **X intercultural learning, apprentissage interculturel, interkulturelles Lernen** □ school climate, climat scolaire, Schulklima □ professional development, développement professionnel, fachliche Entwicklung				
Target group Groupe cible Zielgruppe	□ primary, primaire, Grundschule	**X lower sec., collège, Unterstufe**	**X upper sec., lycée, Oberstufe**	□ vocational, voie professionnelle, berufsbildende Schule	□ adult, adultes, Erwachsene
Key words Mots clefs Schlüsselwörter	- Citizenship, formation citoyenne, BürgerInnenbildung - Autonomy, autonomie, Autonomie				

Concept, Concept, Konzept

X learning and teaching, apprendre et enseigner, lernen und lehren
□   cooperating, coopérer, zusammenarbeiten
□   project management, gestion de projet, Projektmanagement
□   survey and interview, enquête et interview, Umfrage und Interview
□   event and communication, événement et communication, Veranstaltung und Kommunikation

Format, Format, Format

□   learner's work/teacher's project, travaux d'élèves/projet pédagogique, SchülerInnenarbeit,/Unterrichtsprojekt
□   audio/video recording, enregistrement audio/video, Audio-/Videoaufnahme
X report and analysis, compte-rendu et analyse, Bericht und Analyse
□   scheme / plan / poster, schema / plan / affiche, Schema / Plan / Poster
□   test and assessment, test et évaluation, Test und Beurteilung

Relevance, Pertinence, Relevanz

Working on a whole school approach to learning environments has led to changes in the relationship between students and adults in the school, because learners have been given responsibilities. This clearly has an impact on the use of languages by giving learners more opportunities to become language users in real life situations. This grid lists examples from EOL-schools where students can take over real responsibilities.

Travailler sur une approche globale des environnements d'apprentissage a amené les établissements scolaires à faire évoluer dans une certaine mesure la relation entre élèves et adultes en responsabilisant l'apprenant. Cela a clairement un impact sur l'utilisation des langues en donnant aux apprenants plus de possibilités d'utiliser les langues dans des situations réelles. Ce tableau liste des exemples issus des établissements EOL dans lesquels les élèves assument de vraies responsabilités.

Durch die Arbeit an einem schulweiten Ansatz für Lernumgebungen haben die Schulen die Beziehung zwischen SchülerInnen und Erwachsenen in gewissem Maße weiterentwickelt, indem sie den Lernenden Verantwortung übertragen. Dies wirkt sich eindeutig auf den Sprachgebrauch aus, da den Lernenden mehr Möglichkeiten geboten werden, Sprachen in realen Situationen zu nutzen. Die folgende Tabelle zeigt Beispiele aus EOL-Schulen, bei denen SchülerInnen echte Verantwortung übernehmen.

	Roles for learners	**Cultural features**	**Structural features**	**Personal features**	**Impact on language use**
1	**First-aiders** *Schulsanitäter*, LFA-DFG Freiburg, Germany	are trained in first aid	get support from the partnership with the local hospital	develop empathy	learn how to use their plurilingual and pluricultural repertoire when informing parents
2	**Project ambassadors** intercultural event, lycée E. Galois, Sartrouville, France	value their school's intercultural projects	use a project management tool	develop project management skills	use various languages of their repertoire to welcome visitors (parents, journalists, etc)
3	**Gardener** grow fresh herbs and vegetables, lycée E. Galois, Sartrouville, France	discover international gardening and cooking traditions	use gardening facilities in the school	develop environmental awareness	communicate with partners abroad to enrich the school's garden and to discover new cooking associations
4	**Experts for prevention of addictions**	are aware about risky behaviour among teenagers	organise class information sessions	develop respect and act with discretion	listen and give advice to other students; get referral help from an expert
5	**Arbiters** *Streitschlichter*, LFA-DFG Saarbrücken, Germany	support school rules	use school organisation and internal school structures	develop conflict resolution skills	mediate: listen, reformulate, explain, propose solutions to end crisis and reduce tensions
6	**Intercultural mediators** *Médiateurs scolaires*	value plurilingual and intercultural competences	Use school websites and school reception areas	support the communication between school and community	use their plurilingual and pluricultural repertoire for mediation between school and parents / students
7	**Student representatives or mentors** *Délégués / tuteurs*	share their school's values and objectives	use internal school organisation and structures	help other students, ease communication with adults	mediate students requests report staff's decisions
8	**Sport tutors** *Sportmentoren*, LFA-DFG Freiburg, Germany	value sports and health activities	use internal school structures and organisation (*AG* in Germany = clubs)	manage younger students in sport activities	organise sport events, contact and motivate others students, etc.
9	**School club moderators** Moyglare Road, Maynooth, Co. Kildare, Ireland	develop a scientific or artistic culture	use rooms, materials, funding, networks	co-operate, develop team skills, flexibility and adaptability	mediate within a group or a network
10	**Fair trade ambassadors** *Fair trade-AG*, LFA-DFG Freiburg, Germany	value human dignity value diversity	work with staff from a local fair trade shop	develop respect and civic-mindedness	communicate with producers all around the world ; act to make human cultures more sustainable

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	Roles for learners	cultural features	structural features	personal features	Impact on language use
11	**Entertainment technicians** LFA-DFG Freiburg, Germany	develop project management skills	use technical sound and light material	develop social and organisation skills	set up a working plan
12	**Digital experts** Cité scolaire Beaumont, Redon, France	develop a critical understanding of digital tools and networks	embrace the digital working environment	develop digital skills and foster interaction	develop digital literacy, give advice on digital tools, moderate social media use
13	**Librarians** Lycée des 7 Mares, Maurepas, France	develop a critical understanding of the world	develop a partnership with the local library	develop information skills	raise students awareness on literature and media, raise interest on reading and writing
14	**Mobility mentor**	show openness to cultural otherness	use mobility programmes and partnerships	develop tolerance for ambiguity	link students with peers abroad, set up intercultural projects, organise journeys
15	**Communication managers**	develop a critical understanding of language and communication	use communication tools and spaces	develop plurilingual communication skills	develop a communication plan
16	**Photographers / film directors**	develop a critical understanding of the world	use local structures and funding	develop creativity	communicate on other cultures and languages
17	**School reporters**	develop a critical understanding of the world	use local structures and funding	develop openness to differing opinions	interview and inform people
18	**School designers** project in a school in western Greece	value their school	use local structures and funding	set up a partnership with design experts	set up need surveys, develop communication strategies
19	**School chefs** Lycée Clément Ader, Bernay, France	value healthy food as a way to exchange with others	use the school canteen or local restaurant facilities	work with local and/or foreign partners	communicate on food issues, convey other culinary cultures
20	**UN-ambassadors** *Ambassadeur simul'ONU*, College Vernier, Nice, France	value human rights	use UN models	develop diplomatic skills and show openness to differing opinions	discuss, debate, represent different countries