

INNLAB 2019
Skolverket, Sweden

Skolverket

Curriculum for the compulsory school

The overall curriculum contains

- Fundamental values and tasks of the school
- Overall goals and guidelines for education
- Syllabuses comprise of the subject aim and core content , supplemented by knowledge requirements after completing Year 6 and Year 9 (even acceptable standards for Year 3 in some subjects)

Language subjects :

- The primary tool human beings use for thinking, communicating and learning.
- Through language people develop their identity, express their feelings and thoughts
- Rich and varied language is important in being able to understand and function in a society where different cultures, outlooks on life, generations and language all interact.
- Having access to their mother tongue also facilitates language development and learning in different areas.

Mother Tongue Instruction

- 250 000 students in comprehensive school education, every fourth student entitled to get a mother tongue tuition.
- Mother tongue – the school subject in Sweden (voluntary subject, min. five students , basic knowledge and skills are needed for being entitled to get a tuition, active use of language home...), same syllabus for the languages.
- Students get a grade, equally to the other subjects.
- National minority languages (2015) : first and second language
- CEFR – reference framework inspiration for the ” second language ” , cultural part is different for different languages

Inquiry – mother tongue instruction and study guidance

- The five recognized national minorities in Sweden are Jews, Roma and Travellers, the Sami people (which is also an indigenous people), Swedish Finns, and the Torne Valley Descendants (Tornedalians or Meänkieli-speaking population).
- What is common for the minority groups is that they have populated Sweden over a long period of time and that they constitute groups with a distinct affinity. They also have their own religious, linguistic or cultural affinity and a desire to retain their identity.
- The [historical minority languages](#) are Yiddish, Romani chib, Sami, Finnish and Meänkieli.
- Inquiry – minority languages 2017
- Inquiry – mother tongue instruction and study guidance 2019
- A new school subject?

Curriculum revision

- 2018 – Grade 6 (48 hours) teaching hours in modern languages
- Revision of syllabuses and knowledge requirements ongoing, new steering documents Autumn 2020
- Compulsory school: English, Modern languages (Chinese), Mother Tongue (150 languages), Mother Tongue - national minority languages (first and second language : Finnish, Romani, Yiddish, Meänkieli)
- Sami language and Sami education (five schools and integrated teaching) : Also some syllabuses for upper secondary schools – English, Modern languages (CEFR)

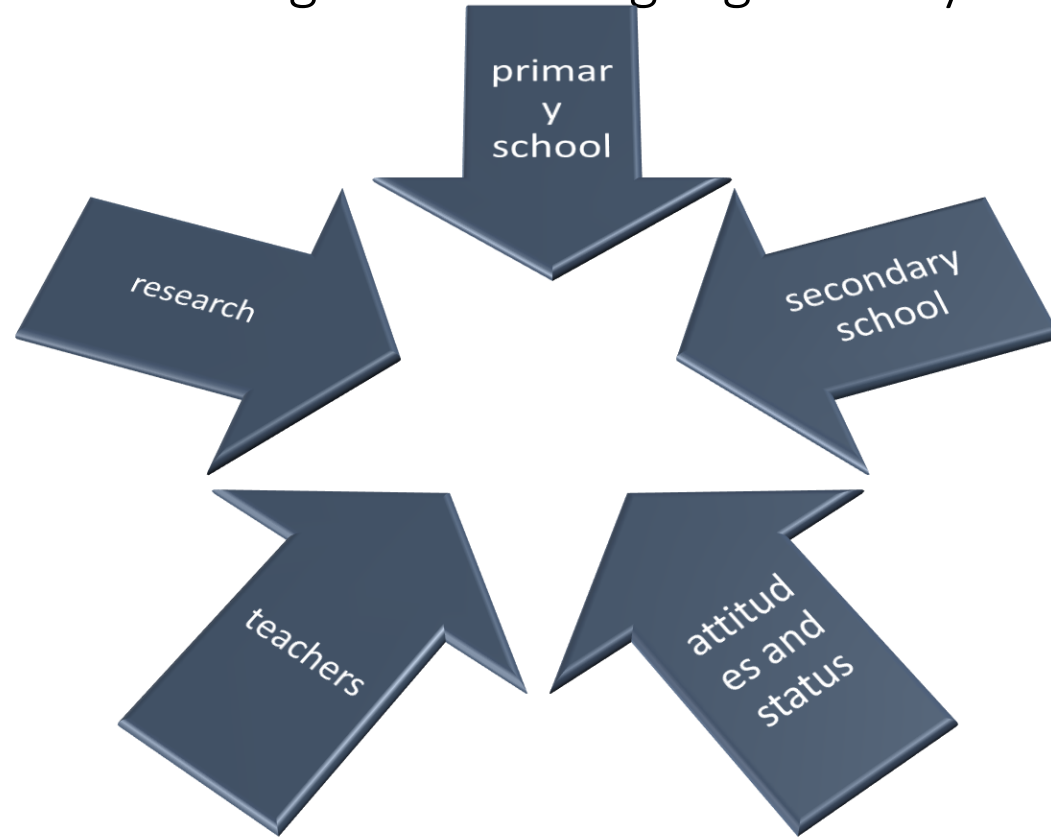
The Roadmap project

- Primary and Secondary schools
- A whole-school approach which consists of a self-assessment tool set up for each of the school's stakeholders (head teachers, teachers, non-teaching staff, parents and students); it targets four main scopes which are relevant to the above-mentioned quality improvement (language-sensitive subject-teaching, language-sensitive school culture, school language strategy, and the necessary organizational framework).
- Importance of wider community
- ECML and other examples of promising practices in order to help the schools set up a coherent plan to implement efficient language-sensitive subject teaching.
- Migrant education, newly arrived students, vulnerable students
- Language dimension in subject teaching

Self-assessment

- The self-assessment tool (including a survey for each stakeholder)
- The school leaders will get a feedback highlighting its strengths and areas to develop; concrete examples of promising practice and/or practical ideas will also be suggested in order to foster the dialogue among all the stakeholders and to enable them to implement actions that meet everyone's expectations.
- The feedback should give considerable support to schools willing to set up a self-constructed strategy plan after discussions and decisions agreed on by all stakeholders, and thus promote quality improvement in fields such as language-sensitive subject-teaching, language-sensitive school culture, school language strategy, and the necessary organisational framework.
- Project website available in English, French and German: www.ecml.at/roadmapforschools

Teaching modern languages today



Develop the teaching of modern languages



Effort

The purpose of the effort is **to raise the quality of teaching** within the modern languages, focusing on the students' achievement of educational objectives, **as well as to increase the students' interest in initiating and continuing studies of modern languages.**

Target group

Teachers of modern languages

Framework of the national programme of modern languages

- Internal initiative from the Swedish National Agency for Education – no governmental grant
- The main purpose is to increase the students' achievement of educational objectives, through systematic professional development for teachers of modern languages
- French, Spanish, German – primary school, secondary school and adult education
- Based upon experiences from similar national school development programmes
- Peer learning through [modules](#)

Previous evaluations

- Basis of professional development efforts:
 - + research
 - + peer learning
 - + tutorial sessions
 - + support material (modules)
 - + consultations with researchers, headmasters, teachers, etc.
 - pressure of time
 - involuntary pointing in a certain direction
 - imposed study order

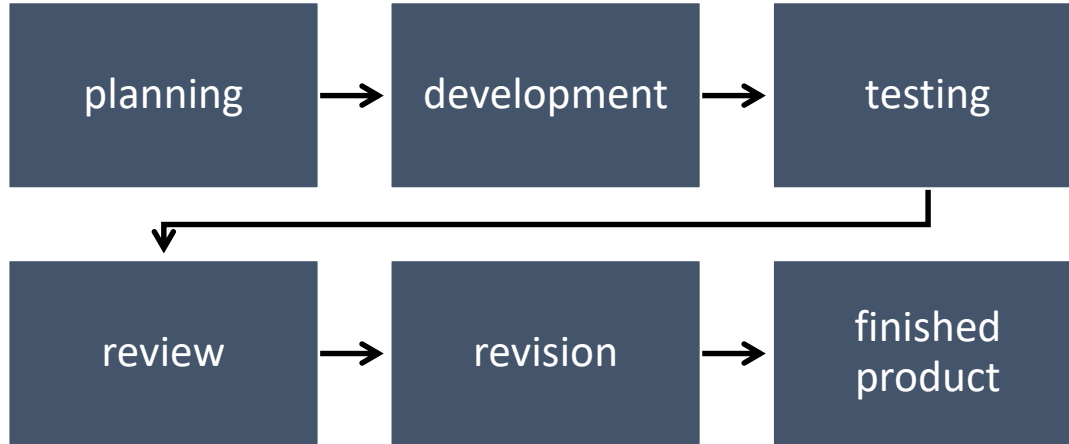
Basic structure of module work

- Module work in four steps:
 - A: individual preparation
 - B: peer work
 - C: activity
 - D: collective follow-up



Production of material

- Process:



The teachers' ideas – WHAT?

- Subject didactics in complex areas, such as functional grammar
- Assessment and grading
- Methodology – Strategies
- Methodology – Vocabulary
- Following the natural linguistic progression of the students
- Developing the autonomy of the students – heterogeneous groups
- Motivation
- Digitalisation

The existing and coming material

- Module 1: Oral proficiency
Module 2: Written production and interaction
Will be published at Lärportalen in August/September 2019.
- Module 3: Intercultural competence
The plan is to publish the material in August 2020.
- Module 4: Receptive skills
The plan is to publish the material in August 2021.
- Lärportalen:
<https://larportalen.skolverket.se/#/moduler/1a-moderna-sprak/alla/alla>

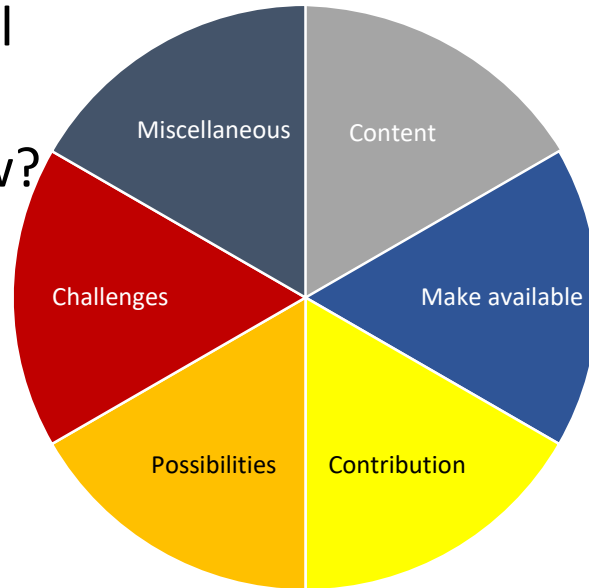
The module on written production and interaction

- Part 1: Language learning through writing
- Part 2: Textual competences: writing different types of text
- Part 3: Writing individually and in collaboration
- Part 4: Writing in a digital environment
- Part 5: Developing vocabulary and grammar
- Part 6: Process writing
- Part 7: Student-adapted feedback: possibilities and limitations
- Part 8: Student response: student collaboration in written production

Brainstorming session

Discussions: Building intercultural competence

- What do we already know?
- Most important
- Least important
- Content
- How can we help?



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