Organization and features of Spanish bilingual schools

Lucía Ábalos Álvarez
1. FIRST SESSION: THURSDAY 10TH NOVEMBER
   Spanish bilingual schools

2. SECOND SESSION: THURSDAY 1ST DECEMBER
   Foreign language assistants

3. THIRD SESSION: THURSDAY 22ND DECEMBER
   Organization of Spanish bilingual schools

4. FOURTH SESSION: THURSDAY 26TH JANUARY
   Dealing with SEN students
ASSESSMENT CRITERIA

Test: 40 %

Project: 50 %

Participation: 10%
Written test with questions about the four lessons.

To be completed once the lessons have finished.
Create a PowerPoint presentation about **ONE** of the following topics (20-50 slides):

1. How would you introduce to all the teachers in a school what a Bilingual Programme is and how to organise it (create the PPT that you would use with them).

2. How would you help new English teachers who haven’t been teaching in Bilingual Programme schools? (create the PPT that you would use with them).

3. Create some resources for students who are struggling with the Bilingual Programme (create the PPT that you would use with those students).

Deadline: Tuesday 21\(^{st}\) February 2017

Email it to luciaabalos@gmail.com
Participation: 10%

Answer the questions from the teacher.

Participate in an active way.

Reflect and write your thoughts down.
http://comunidadbilingue.educa2.madrid.org/aux.conversacion

http://comunidadbilingue.educa2.madrid.org/web/educamadrid/principal/files/8c5dec3a-4665-4b9d-a373-46ab12fbef6b/Documentos/GUIA%2015-16.espa%C3%B1ol_junio.pdf?t=1435736133105

http://comunidadbilingue.educa2.madrid.org/web/educamadrid/principal/files/8c5dec3a-4665-4b9d-a373-46ab12fbef6b/Documentos/Gu%C3%ADa%2015-16_ingles_word_modificado.pdf?t=1435736059943
Bilingual Primary Schools

353 schools in the Bilingual Programme.

1180 Language Assistants

They receive an allowance from the Madrid Regional Ministry of Education, Youth and Sport.
Language Assistants come from different English-speaking countries such as The United States, Canada, Australia, New Zealand, The United Kingdom and Ireland.

Most of them are not qualified teachers, but they support teachers in the classroom, collaborating.
These Language Assistants work **16 hours a week** in the classroom.

They can spend up to **two hours a week** per school teaching conversational English to other members of the school staff.

They will also attend any **necessary meetings** so as to ensure that the Programme runs smoothly.

Their main responsibility is to provide **language support** in the subjects of English, Natural Sciences, Social Sciences, Music, Arts and Crafts, Physical Education and Social and Civic Values.
Upon arrival, the Principal, the Deputy Head of Studies or the Coordinator will introduce the Language Assistants to the routines of the school.

**Provide information on:**

- how the school works and its regulations, current projects within the school, subject programming for the year, extracurricular activities...

- the location and area of the school: accommodation, transport, healthcare...

- opening a bank account, public libraries, cultural centres, Spanish classes...
SUPERVISING THE LANGUAGE ASSISTANT’S ACTIVITY

1. The school
2. Absences, Attendance and Punctuality
3. Timetable
4. Meetings
5. Incidents
6. Evaluation of Performance
1. The school

The Principal is responsible for the Language Assistant while at the school.

The Coordinator will supervise and coordinate the Language Assistant’s activities.

2. Absences, Attendance and Punctuality

Any absence must be **applied for in writing** and accepted by the Principal in writing.

Attendance and punctuality will be **recorded monthly** and made available to the Madrid Regional Ministry of Education, Youth and Sport upon request.

Any **leave of absence** must be previously authorized by the Principal.

If a Language Assistant were to **fail to report** to his/her school without duly justifying his/her absence, the Principal should inform the Subdirección General de Programas de Innovación immediately.
3. Timetable

Language Assistants must comply strictly with their designated timetable.

4. Meetings

Although Language Assistants are not active members of the teaching staff, they may be invited by the Principal to attend the staff meetings.
5. Incidents

The school will report any incidents, such as resignations, long-term illnesses... to the Subdirección General de Programas de Innovación.

6. Evaluation of Performance

If a school is not satisfied with the Language Assistant’s performance, the Principal will submit a report requesting that the Assistant be dismissed, and another Assistant will take his/her place.
• To speak in their mother tongue to the students.
• To help teachers plan their lessons, providing linguistic support in the classroom.
• To follow teachers’ instructions, cooperating with him/her at all times.
• To strictly comply with the designated timetable.
• To reinforce the students’ oral skills in their foreign language, and to promote other cultures.
• To motivate the students’ and to foster interest in the language and culture of their English-speaking countries.
• To encourage the participation in training initiatives and in the learning and teaching of languages.
To carry out specific conversational tasks. 
To attend the language laboratory, computer room and multi-media centre with the students. 
To provide teaching material, especially authentic material from their countries of origin. 
To take part in a variety of activities. 
To attend meetings along with the rest of the bilingual staff in order to organize class activities and plan ahead. 
To teach other members of staff their native language. 
To carry out any other related activities.
LANGUAGE ASSISTANTS SHOULD NOT BE REQUESTED TO:

• To programme lessons or write reports.
• To assess or mark students’ work.
• To correct exercises.
• To meet parents.
• To supervise the playground or the dining hall.
• On a voluntary basis, Language Assistants may take part in a variety of extra-curricular activities: field trips, academic exchange programmes, visits to museums and exhibits, sports events...
• Language Assistants may, with the permission of the school management, use services, resources or facilities available (for example, the cafeteria).
• Complete their stay at the school:
  - October 1st - June 30th for language assistants funded by the Madrid Regional Ministry of Education.
  - September 15th - June 15th for language Assistants appointed through the Fulbright Commission.

• Consult the official website on a regular basis: http://comunidadbilingue.educa2.madrid.org/

• Fulfill their assigned timetables and follow regulations regarding attendance and punctuality.

• Perform the tasks and carry out the activities assigned.

• Become familiar with their school’s specific regulations.

• Present the required final report and assessment of the year.

• Justify absences to the Principal in writing.

• Contact the school management to ensure appropriate action is taken in case of absence or illness.

• NEW Language Assistants must attend the Orientation Session.
FOREIGN LANGUAGE ASSISTANTS

LANGUAGE ASSISTANT ROLES
• Help the teachers in activity-planning and assist them during the lessons.

• Follow the teacher’s instructions and cooperate with them.

• Reinforce the students’ communicative skills.

• It is important to establish a consistent relationship with the students, particularly with respect to language.

• Speak to the students in English and require them to respond in English (playgrounds, corridors...).
• Engage the students with stories and *realia* from your home country, in order to spark their interest.

• Discuss ideas for improvement with your teacher, and please feel free to engage in the students' English education in an active way.

• Participate in the activities which take place at the school: English staff meetings, create didactic materials...
LANGUAGE ASSISTANT TIMETABLE

Same sessions with every age group (PRIMARY).

1 day off a week

2 sessions off every week
<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td>9:00 - 9:45</td>
<td>YEAR 3</td>
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<td>YEAR 6</td>
<td>YEAR 3</td>
<td>YEAR 6</td>
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<td>9:45 - 10:30</td>
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<td></td>
<td>YEAR 3</td>
<td>YEAR 3</td>
<td>5 year olds</td>
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<tr>
<td>10:30 - 11:15</td>
<td>4 year olds</td>
<td></td>
<td>5 year olds</td>
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<tr>
<td>11:15 - 11:45</td>
<td>BREAK TIME</td>
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<tr>
<td>11:45 - 12:30</td>
<td>YEAR 5</td>
<td></td>
<td>3 year olds</td>
<td>YEAR 5</td>
<td>3 year olds</td>
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<tr>
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<td>YEAR 5</td>
<td>YEAR 3</td>
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<tr>
<td>13:15 - 14:00</td>
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<td>YEAR 5</td>
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<tr>
<td>TIME</td>
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<td>9:00 - 9:45</td>
<td>YEAR 2</td>
<td>YEAR 3</td>
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<tr>
<td>9:45 - 10:30</td>
<td>YEAR 2</td>
<td>4 year olds</td>
<td></td>
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<tr>
<td>10:30 - 11:15</td>
<td>YEAR 1</td>
<td>YEAR 4</td>
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<tr>
<td>11:15 - 11:45</td>
<td>Break</td>
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<tr>
<td>11:45 - 12:30</td>
<td>YEAR 4</td>
<td>YEAR 1</td>
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<td>YEAR 4</td>
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<tr>
<td>13:15 - 14:00</td>
<td>YEAR 6</td>
<td>YEAR 2</td>
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</tbody>
</table>
FOREIGN LANGUAGE ASSISTANTS

EXPECTATIONS AND DUTIES
THE ASSISTANT WILL NEED TO RESPECT:

- the school’s ethics, values and expectations
- the classroom practices of the school
- the school’s pedagogical principles or management style
- the level of formality between individuals
- the code of discipline and assessment methods
- the teacher’s authority over the students
- the values and expectations of parents
These meetings could include the following:

1. Goals of the lesson: what do you want students to achieve?
2. Specific details: topic, language structures, vocabulary and opportunities for intercultural development
3. Suggestions for Assistant-led activities
4. Progression of the lesson
5. Resources to be used
WHAT DO TEACHERS NEED TO TELL ASSISTANTS?

• how are your students (interests, abilities, needs...),
• subjects you teach and content for the school year,
• how you teach every subject,
• how to speak to the students,
• how would you like to get in touch with them (phone, email...),
• school policy and class code of conduct,
• how to work in a small/big group
Enrichment of the students’ learning of language and culture, and support for our own teaching.
Have your assistant **speak** all the time: introduce vocabulary, practice, review, elicit... and **read** a lot: passages, books, texts, homework...
HOW TO MODEL THE LANGUAGE APPROPRIATELY &
HOW TO TREAT STUDENT RESPONSES IN THE TARGET LANGUAGE

• only use English with students and English teachers,
• praise and encourage students for what they can do,
• be aware of the range of abilities,
• speak using an appropriate speed and register,
• be genuine and show interest in what students say,
• allow students’ speech to flow without interruption,
• get as much language from students as possible,
• build confidence,
• remedy incorrect pronunciation by reiterating the student’s words using the correct form.
• greet the students in the line,
• ask the students about their interests in the way to the classroom,
• call out the register
• establish the day and date
• speak about the weather and the season
• check the homework
• review past content ...
DURING THE LESSON, THE ASSISTANT USES THE TARGET LANGUAGE TO:

- introduce vocabulary/structures for the day,
- paraphrase certain words and expressions to clarify meaning,
- demonstrate the use of certain words and expressions through examples,
- model body language specific to the target language,
- support individual students as required...
AT THE END OF THE LESSON, THE ASSISTANT USES THE TARGET LANGUAGE TO:

- give any relevant instructions (remind them about the homework),
- follow the established routine for finishing up the lesson,
- ask questions like: ‘what stuck with you today?’…
FOREIGN LANGUAGE ASSISTANTS

WHAT KIND OF ACTIVITIES CAN ASSISTANTS DO?
Assistants can preview the content, act as motivators, schema builders...

**LIVING THINGS**

- **Animals**: they can't produce their own food. They can move around.
- **Plants**: they produce their own food. They can't move around.
- **Fungi**: they can't produce their own food. They can't move around.
- **Microorganisms**: they are very small. We can only see with a microscope.
Assistants can introduce new language.
Assistants can review language items or grammar items.
Assistants can go over homework.
Assistants must give students’ feedback, encourage and praise them every day.
Assistants can do the morning routines: greetings, call out the register, speak about the weather, write the date...
Assistants will usually be younger so they can look for more up-to-date materials which may appeal more to your students.
Your assistant will most likely be able to link your school to a school they know in their own country.
Ask them to do lists of children books in English.

<table>
<thead>
<tr>
<th>Gingerbread Man</th>
<th>Dear Zoo</th>
<th>Dear Zoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Mccafferty</td>
<td>Red Campbell</td>
<td>Red Campbell</td>
</tr>
<tr>
<td>Old Macdonald Had a Farm</td>
<td>My Mum</td>
<td>My Mum</td>
</tr>
<tr>
<td>Pam Adams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Farmer in the Dell</td>
<td>My Dad</td>
<td></td>
</tr>
<tr>
<td>Pam Adams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Wheels on the Bus</td>
<td>It Looked Like Spilt Milk</td>
<td></td>
</tr>
<tr>
<td>Anne Kubler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating the Alphabet</td>
<td>Where's Spot?</td>
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<tr>
<td>The Great Big Enormous Turnip</td>
<td>Mouse Paint</td>
<td>老鼠画饼</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Mixed-Up Chameleon</td>
<td>Bugs, Bugs, Bugs</td>
<td></td>
</tr>
</tbody>
</table>
Assistants should be able to create engaging resources.
An assistant can make boring old listening materials come alive!

Rather than playing audios, rehearse a few scripts with your assistant and act them out in class.

Your students will LOVE watching you put on a mini show for them!
Have your students prepare questions in advance so that they are confident during the 'interview' and have lots to ask!
Before your assistant leaves their home country, make sure you give them a list of what to bring with them!
Ask them to bring English books, stickers, stamps...
Assistants can write information about themselves for the school paper, on a blog, in a poster, for a display...
Assistants can also bring photos of their home town, family members or old school to use in group conversations or to make a presentation for the whole class.
Assistants can participate in the planning of art and crafts activities for children.
Assistants can tell stories and act them out.
Assistants must teach socio cultural aspects: food, traditional games, typical songs...
Assistants must celebrate the typical festivities: Halloween, Bonfire Night, Thanksgiving, Saint Patrick’s Day...
Assistants can sing and dance songs with the students to help them learn the lyrics in English.
Assistants can help students create science projects in groups or individually.
WHERE DO ASSISTANTS HAVE TO BE IN THE CLASSROOM?
FOREIGN LANGUAGE ASSISTANTS

Never at the back, because the students need to see them!
Assistant in front of the class, teacher at the back: when practicing pronunciation, vocabulary, working on the star of the day...
Assistant and teacher side to side at the front of the classroom: when modelling behaviour, when learning personal questions and answers...
Assistants can focus on the vocabulary pronunciation, while the teacher is teaching the content.
Assistant and teacher monitoring the groups: when students are working in pairs or groups, to make sure they are on task.
Assistant in a different classroom working on a different task with a small group.
Ask them to take a small group at a time for speaking practice.

Make sure you keep a record of who's already had a session to make sure everyone benefits from these sessions equally!
Assistants can work with a number of students outside of the classroom to practice communicative skills.
Assistants can work inside the classroom with a specific groups of students.
Assistants can offer 1:1 support to those who find languages difficult. They can also help students individually prepare for their speaking exams, practicing their answers and giving feedback on accuracy or pronunciation.
Assistant can sit with a group that will require more support and give them guidance & help when needed.
Assistants can work with your most able linguists in your class who will be able to get on with a more challenging activity while you teach the rest of the class.
WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

DURING INDEPENDENT TIMES IN CLASS, ASSISTANTS CAN BE.....

Monitoring the teams and helping low ability students.
WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

WHILE THE TEACHER IS DOING DIRECT INSTRUCTION, THE LANGUAGE ASSISTANT CAN BE....

Checking students attention, repeating difficult words, reading information...
WHEN CAN THEY BE IN THE FOLLOWING SITUATIONS?

WHEN CAN THE LANGUAGE ASSISTANTS COACH STUDENTS?

Mostly in speaking activities: in the practice and production of words, sentences, grammar, content...
WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

WHEN DO ASSISTANTS ACT AS ROLE MODELS AND MENTORS TO STUDENTS?

In all types of situations!!!
FOREIGN LANGUAGE ASSISTANTS

FOLDER FOR LANGUAGE ASSISTANTS
FOREIGN LANGUAGE ASSISTANTS

REFLECTIONS AND “AHA” MOMENTS
Thank You!