

The role of collaboration  
in supporting the  
development of  
multilingual and multi  
literate global citizens in a  
bilingual school context.

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## The Bilingual School of Monza

*Sharing Languages and Cultures,  
Opening Minds*

BIENVENIDOS    добре дошъл    BENVENUTI  
WILLKOMMEN    vítejte    BEM-VINDO  
WELCOME    Karşılama    환영  
добро дошаво    ΚΑΛΩΣ ΗΡΘΑΤΕ

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## The Bilingual School of Monza



- An Italian/English bilingual school for students from 3 to 14 years
- Situated in northern Italy, 15 minutes by train from Milan
- A caring, family environment in which students grow to be multilingual global citizens

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## Play English

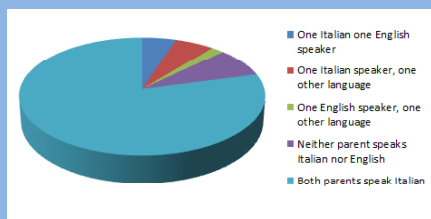
- The preschool department of the Bilingual School of Monza
- Dual Language Immersion model of Education in English and Italian
- Young learners can acquire a second language while developing and maintaining their mother tongue.



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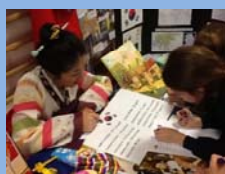
## Mother tongue demographic of the Bilingual School of Monza



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## The school's Mission Statement says:



Play English and the Bilingual School of Monza aim to develop caring, inquiring, and responsible world citizens who are highly competent in both English and Italian.

The school is committed to establishing collaborative and caring learning communities amongst children, teachers and parents.

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## How does a Bilingual school differ from an International one?

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Majority of students has Italian as a mother tongue

Instruction in two languages with Spanish as a third

Effort is made to align the Italian curriculum with the IB PYP

Greater freedom to use one's mother tongue

Often a greater turn over of students depending on parents' work contracts

International schools

Greater variety of mother tongues

Instruction is only in one language, usually English

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## The Bilingual School of Monza Language Policy

We believe that learning in a caring environment, with relevant and engaging learning experiences, enhances children's success as language learners.



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## Our Language Policy states that:

Collaboration among classroom teachers (both English and Italian) and specialists is an integral aspect of language learning.



*Anupa, who teaches grade 3 in English, is collaborating with William, who teaches Music in Italian*

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## That's fine, and sounds good.....But how do we do it?

- Marco Pasciuti teaches Grade 3 in Italian with his co-teacher, Anupa Mathew, who teaches in English



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## Planning for Learning

- In a PYP school, planning is always a collaborative process, including much thinking and discussion:

WE START FROM THE END:

With the Unit Planner at hands, we begin with a conceptual central idea, and we don't talk about activities till we know where we are going and why. The planner is designed to make teachers think deeply about the learning, before planning a single learning experience.

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IN A BILINGUAL SCHOOL?

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## My Experience in the PYP: Play English

- Each school has its own style and approach to teaching, but the thing that struck me the most when I approached the PYP way was the importance attributed to the collaboration, in its widest sense.
- Working along with other people to collaborate in preparing and providing lessons or workshops was often necessary also in "traditional Italian schools", but the stress put on the importance of collaboration was completely different.

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## From the school Language Policy:

*"Language teaching and learning can be more effective if ample collaboration and professional dialogue amongst classroom teachers and single subject teachers is facilitated and ensured:*

- Provision of ample time for staff to plan thoroughly and collaboratively with all staff who will have a language input into the class.
- Timetabling for teacher collaborative planning time.
- Teacher mentoring and support systems in place
- Whole school collaborative planning afternoons listed on the school calendar"



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## Finding the Balance

CHALLENGES	SOLUTIONS
Working with other people: language and cultural issues.	You need to create a good relation with your co-workers and be aware of their strenghts, weaknesses and peculiarities: difficulties can be transformed into <a href="#">Collaborative Planning</a>
Working with other people: finding the time.	It is not always easy to arrange collaborative planning since every teacher has his/her own timetable. <a href="#">A helpful tool for (collaborative) planning: the PLANNER</a>

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## Finding the Balance cont.

CHALLENGES	SOLUTIONS
Working with other people: different approaches	Individual experiences can be really or even completely different from one another, and this, when properly managed, can really enrich what we offer to the class, providing a wider range of perspectives on the same topics. <a href="#">da vicino...</a>

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## Collaboration in 'Making the PYP Happen'

- While recognizing the importance of concepts, knowledge and skills, the PYP believes that these alone do not make an internationally educated person. It is vital that we also focus on the development of positive attitudes towards people, towards the environment and towards learning.
- **Social skills**
  - **Respecting others**
  - **Cooperating**  
Working cooperatively in a group; being courteous to others; sharing materials; taking turns.
  - **Resolving conflict**  
Listening carefully to others; compromising;
  - **Group decision making**  
Listening to others; discussing ideas; asking questions
  - **Adopting a variety of group roles**
    - Understanding what behaviour is appropriate in a given situation and acting accordingly;
    - being a leader in some circumstances, a follower in others.

According to 'Making the PYP Happen',  
COLLABORATION  
means working cooperatively and leading or following as the situation demands.

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## Coming from different realities, with a different experience to share.

Teachers at the Bilingual School come from all over the world, and often people with a completely different cultural and linguistic background need to cooperate and work together: this enrich the strategies enacted are different.



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**Now it's time to get rhythm!!**



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**¿Por qué español?**

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## El español en el mundo

Spanish is official in more than twenty countries and is spoken on five continents



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## Español en The Bilingual School of Monza (BSM)

- Since 2005
- From Grade 1 through Grade 8
- Two hours per week in PYP
- Three hours per week in MYP
- Spanish around school: events, trips, laboratories, musical concert, etc.

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## Finding the balance

CHALLENGES	SOLUTIONS
Time	Collaborative planning (LP)
Student's different level in classes	Different objectives (LP's quote-continuum LP)
Motivate student	Multiliteracy (LP): iPad Apps, Movies, Drama, Books, Kamishibai, Songs, Image, etc

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## Collaborative planning

Fábula de las piedras



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## Collaborative planning

Grade 1: Our own histories



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## Different objectives

“Language acquisition and learning is a process which develops over **time**.  
Given *opportunities* for *exposure* and *use*,  
children can acquire another language  
and learn through another language from  
a **young age**”.

(Language policy of The Bilingual School of Monza)

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## Different objectives

Oral Language: Speaking and Listening Continuum		Language Scope and Sequence	Bilingual School of Monza
Throughput: Language is a symbolic system.	Language has meaning.	All people use language.	Language changes because of many influences.
Grade 3	Grade 4	Grade 5	Multi Years
BEHAVIORS AND UNDERSTANDINGS TO NOTICE, TEACH, AND SUPPORT			
<ul style="list-style-type: none"> <li>OO listens respectfully and responsively</li> <li>OO reflects use of social expressions and gestures</li> <li>OO takes turns in speaker and listener</li> <li>OO listens to follow creative sequences of interactions</li> <li>OO considers ideas and opinions to collaborate with others</li> <li>OO considers, develops, and presents ideas and opinions</li> <li>OO uses specific vocabulary to talk different purposes</li> <li>OO begins to register personally and defend a topic or idea</li> <li>OO realizes that grammatical structures can be linguistic and begins to use them appropriately and consistently</li> </ul>	<ul style="list-style-type: none"> <li>OO listens for a variety of purposes</li> <li>OO reflects use of appropriate social expressions and gestures to communicate</li> <li>OO uses appropriate social conventions of conversations</li> <li>OO requests others' contributions</li> <li>OO discusses events, objects, and concepts outside immediate experience (e.g., world events)</li> <li>OO speaks persuasively from a particular perspective</li> <li>OO compares and contrasts observations, ideas, hypotheses, and conclusions with others</li> <li>OO realizes that grammatical structures can be linguistic and begins to use them appropriately and consistently</li> </ul>	<ul style="list-style-type: none"> <li>OO uses speech responsibly to inform, entertain, and influence others</li> <li>OO participates appropriately as listener and speaker in discussions, conversations, debates and group presentations</li> <li>OO listens and responds appropriately to instructions, questions, and explanations</li> <li>OO uses increasingly more complex vocabulary and sentence structures with a high level of specificity</li> <li>OO identifies and connects to main ideas and information</li> <li>OO uses standard grammatical structures competently in appropriate situations</li> </ul>	
Attitude: Language for Social Interaction	Language and Thinking: Making Meaning	Language Structures and Features: Conventions of Form	

Setember-January 2013

February-June 2013

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## Multiliteracy



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## Success Stories

### Grade 5: Spanish newspaper

-How we express ourselves: Communication-

### Grade 8: Kamishibai

-How tell a story though Kamishibai in Spanish-

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## Grade 5: Spanish newspaper

-How we express ourselves: Communication-



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## Grade 5: Spanish newspaper

-How we express ourselves: Communication-



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## Grade 8: Kamishibai

-How tell a story though Kamishibai in Spanish-



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## Let's all sing.



Si estas feliz tu puedes  
aplaudir  
si estas feliz tu puedes  
aplaudir  
si en verdad estas contento  
tu sonrisa es el reflejo  
si estas feliz tu puedes  
aplaudir

Se sei felice tu lo sai  
batti le mani  
Se sei felice tu lo sai  
batti le mani  
Se sei felice tu lo sai  
e ridere potrai  
Se sei felice tu lo sai  
batti le mani.

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## School- Parent Collaboration in Supporting the Mother Tongue



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## How to Begin a Partnership?

- Parent Questionnaire – Interest Survey
- Back to School Night
- Classroom Representative
- PTA
- Classroom Blog – Help Wanted!
- Parent's Got Talent



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## The Parent's Role

### Who We Are

- Communication is the key
- Unit letters provide an opportunity for parent's input

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## Home Culture – School Connection



Language and Culture Matter

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## Coffee Morning

Everyone Welcome



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## European Day of Languages



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## Supporting the Mother Tongue and Home Culture

CHALLENGES	SOLUTIONS
<ul style="list-style-type: none"> <li>• Time</li> <li>• "I am not a teacher."</li> <li>• Shyness about using their Mother's tongue</li> <li>• Parents Got Talent</li> <li>• "Center Stage"</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Scaffold parents into the classroom. Begin with something as simple as listening to children read.</li> <li>• Creating a welcoming classroom environment.</li> <li>• Parents share their expertise.</li> <li>• It takes a village.</li> </ul>

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Our 8 Year Old Multilingual Global Citizens



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감사합니다 Natick  
Danke σας ευχαριστούμε Dalu  
Thank You Köszönöm  
Grazie Tack  
Спасибо Dank Gracías  
谢谢 Merci Seeé  
ありがとう

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## Collaborative Planning

- Collaborative planning means every decision should be taken along with the other teachers involved. This may involve different issues:
  1. Working in a multicultural environment means not all the teachers share the same language(s).
  2. Coming from different experience may create misunderstanding on terminology or expectations.



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## A helpful tool for (collaborative) planning: the PLANNER

- Using a shared planner allows co-teachers to keep on working on the starting idea and further developing it, sharing at any moment the new add-ons
- The Planner form, provided by the school, helps in defining the goals and expectations the teachers have in mind. It is divided into different section covering different perspectives.

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TOPIC	Language objectives (specialist vocab, grammar)	Interactions and groupings	Use of child's mother-tongue to...
Human body and healthy life styles	Body systems: respiratory, circulatory, digestive Well being, Nutrition, Diet, Exercise Look at different grammatical structures in English and Italian gioco a calcio : play soccer Labeling a diagram Text type focus = Explanation	Groups of 4 working together investigating the role of Food, Hygiene, Relaxation, Sport and Mind in creating a healthy body	Identify parts of the body. Use similarities in words to use mother tongue to access new vocabulary Act as an interpreter for visiting parents who share the child's mother tongue



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