

Plan de
formación en
lenguas
extranjeras

A digital
bilingual
magazine

2017

Leadership and
Management Skills for
Bilingual Coordinators IN-
29

17-21 July 2017

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INTRODUCTION

STATEMENT OF THE ISSUE

Nowadays student's writing is attached to social networking so the quality of their school papers are mostly unsatisfactory. Writing is a skill that needs practice and there is no better place to get start than in a school magazine. The experience students gather writing for the magazine will help them write for their classes, and, consequently, their essays will be done faster and the quality will be better. This is the reason we all need **a digital bilingual magazine edited by students.**

Why writing a school magazine?

Students'll speak up

Most students only get to mutter what they think in their group of friends or at home. They don't get a platform or an audience to empower their voices so a bilingual magazine gives them the opportunity to do it.

Students'll meet people

Working for a magazine is a great way to come in contact with their peers and ask them for a few ideas. Even if pupils don't meet anybody useful, learning how to talk, interview and understand opinions is a skill that will suit them well all their life.

Student'll learn by writing experience

Communication is one of the soft skills that students most often lack. If students write for a magazine, they won't be writing it off, like students so often are when working on an essay.

Students'll learn how to work in a group

That's challenging, particularly because they are of different ages and hold very different views.

Student'll learn how to work toward deadlines

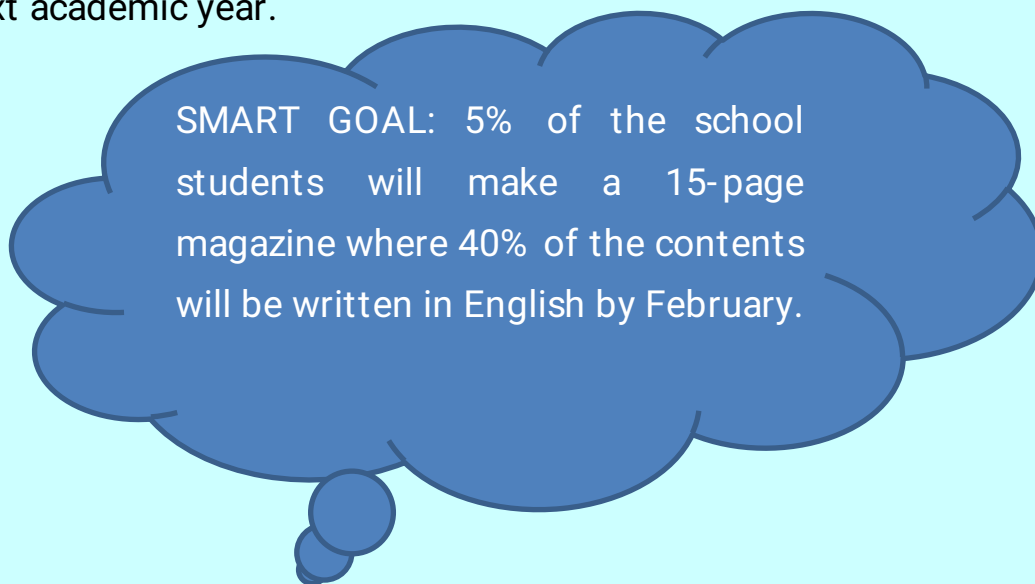
Students can't ask for extensions. If they miss the deadline, then their article will not be included. And that is a very useful skill to learn indeed.

In addition, if they don't plan for the deadline and have to hurry a piece and as a result everybody will see that they wrote a bad piece. This is by far more successful method to do your best than a bad grade.

Students'll have fun

Time spent writing, reading, researching, arguing and deciding what will go into the next school magazine publication, will be something they'll be looking forward enthusiastically and proudly.

As this project is too ambitious to get started, I'll set a smaller plan to be carried out over next academic year.



STAKEHOLDER GROUPS AND THEIR POSITIONS

A staff of 20 students will realise the digital magazine and choose their editorial team made up by six students and supported by two teachers or advisors.

The editorial board will design some of the pages and will be responsible for the cover.

The rest of the students will be the reporters and each one will choose an activity they like.

Teachers: advisor teachers will monitor and establish the suitability of the reports.

VISION OF THE RESULT I WOULD LIKE TO SEE



My personal vision is that students will have authentic writing experiences that motivate them to compose their best work. Writing for a publication allows students to explore a choice topic, empower their voices and build social connections with peers who share common interest. Once they realise the safety net of a team initiative, more voices (students) will emerge with confidence for free expression and strengthen their personalities as well as their collaboration. Consequently, this magazine will be enlarged and quarterly (or monthly!?) published.

CURRENT STRENGTHS, RESOURCES & STRATEGIES TO DRAW UPON

STRENGTH

Commitment and experience of teachers.
Support of the management team.
Commitment of the bilingual coordinator and the bilingual team.
Support of the Spanish and Art departments.
Commitment of the families.
Committed students.

Rooms for meetings.
The school is open in the evenings
Three computer labs housing 30 computers each.
Online and offline resources, templates and applications

RESOURCE

STRATEGIE

Teacher's meetings to plan the project.
Student's meetings with teachers, tutors and advisor teachers
Magazine staff team weekly meetings
Activities carried out about the proposed activities.



RESOURCES NEEDED

Human resources:

Teachers:

The bilingual coordinator and the management team.

Three teachers (English, Spanish and Art) to monitor students.

TIC teacher to link or upload the digital magazine.

A teacher with computer technology knowledge in charge of digitalization.

TLA: support students not only with the language but also with information about their countries or interviews.

Students:

Six editors and reporters.

Parents:

AMPA

Material resources:

Cardboard and markers for the posters.

Cameras and computers.

Internet connection.

Publishing platform app.

Other materials:

[Www.flipbuilder.com](http://www.flipbuilder.com)

[Www.teachingenglish.org.uk/article/a-class-magazine](http://www.teachingenglish.org.uk/article/a-class-magazine)

[Www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)

[Www.amle.org](http://www.amle.org)

ISSUES I COULD FACE

- Time and motivation to do it. Launching a students publication presents challenges, but the advantages are massive. This is why it is very important to inform the school community about the project and show them that with flexibility and creativity some of the school assignments can be published so, in the long term, the magazine may be the perfect way to develop digital savvy, writing skills, artwork and digital citizenship.
- Technology problems as some apps are expensive or need registration.
- Parents' consents: we'll need a register of them.
- Scheduling the meetings to the convenience of all the magazine staff.
- Keeping the spirits high when things don't go as planned.

**IDEAS/APPROACHES/STRATEGIES
FROM
IN-29 I WILL USE**

1 Empathetic listening. The student staff will have to listen others opinions to select which reports will be publishing as well as the language. It will be up to them to decide if they want natural English. Moreover, they will select the sections in the magazine.

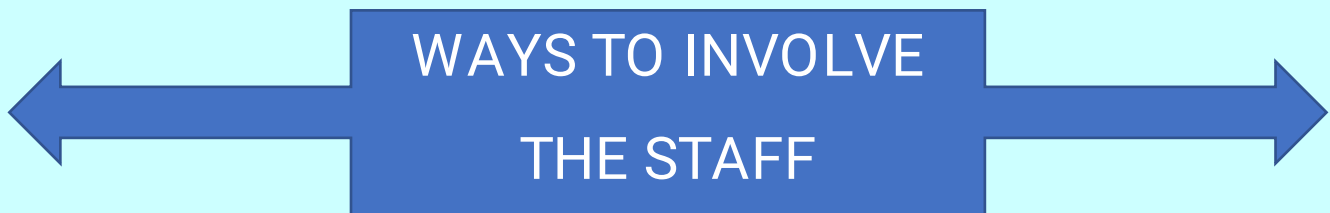
2 Sirota's Three Factor Theory of Motivation: fairness, sense of achievement and comanderie will be developed in this project. Once given a realm for ownership, leadership, peer relationships and collaboration skills cultivated in authentic ways.

3 Heron's six cathegories of intervention: they will understand how to be people more effective and they way they communicate determinates its success.

4 Becoming leaders: being part of the staff team helps them cultivate new friendships and generate more recognition at school.

5 Finding their vision: as students are given the "mission" the final product they achieve will be their own vision.

6 Heron's Six Categories of Intervention: students will help peers more effectively.



WAYS TO INVOLVE THE STAFF

- ✓ Inviting the whole school community to take part in the magazine.
- ✓ Showing enthusiasm.
- ✓ Listening opinions and ideas.
- ✓ Facilitating interventions.
- ✓ Balance the benefits of a bilingual magazine.
- ✓ Helping generate ideas.
- ✓ Emphasising teachers how to display their class activities, projects and field trips.
- ✓ Inviting teachers, TLA and parents to contribute with their articles.
- ✓ Giving credit.

TIMELINE

20 Sep - 2 Oct

General information:

- Posting bilingual posters all over the school.
- Inform tutors and head students (if they've been chosen) about the project so that they can give the information to their students / classmates.
- Teachers will be invited to take part in the first claustro.
- TLA: they will be invited in the first bilingual meeting.
- Invite parents and AMPA.

5 Oct

Teacher meeting and recruitment.

7 Oct

Teacher's meeting to choose the advisor teachers and the one in charge of digitalization.

9 Oct

Student meeting and recruitment.

16 Oct

Magazine staff meeting (including advisor teachers):

- Selecting the editorial team and the type of magazine they want to make.
- Choosing the publishing platform to use.
- Scheduling the meetings. (One or two long breaks or once a week after lessons.)
- Setting the draft deadline for the edition.

November

Establishing the mechanics.

Languages (decide if they will be using accurate or natural English), categories, drafts submitting, page designers, cover, copyright-free images, etc.

December

Making the magazine.

Draft submission to the advisor and a section editor via Google Drive.

Feedback is returned within a week so students can make revisions and resubmit by next week.

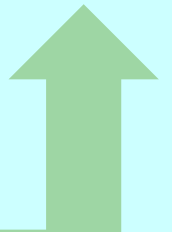
January

Assembling

Text is pasted into the designed page and share with the advisors and editors for final review.

1 February

Magazine launched digitally on the school website and this first publication will also be displayed on the notice board in the hall.



INDICATORS FOR THE SUCCESS OF THE PLAN

There will be three main indicators:

- ❖ Number of committed teachers and students involve in the project, that is, the magazine staff.
- ❖ Number of uncommitted students and teachers who may loosely take part in the project.
- ❖ A magazine survey, we could use a questionnaire like this:

Do you like the ...		2	3	4	5
Format					
Topics					
Reviews					
Images					
Graphics					
Comics					
Video clips					
Letters					
Interviews					
Overall					

I am a	Student	Teacher/ TLA	Parent
Thanks			



HOW I WILL
CELEBRATE THE
SUCCESS OF THE
ACTION PLAN

To celebrate the launch of each edition, all contributors will be invited to the cafeteria for a pizza party after lessons.

Starting the next edition of the magazine.