LEADERSHIP COURSE FOR BILINGUAL PROGRAMME COORDINATORS JULY 2018

1. FIRST SESSION: Monday 2nd **LEADERSHIP**

2. SECOND SESSION: Tuesday 3rd **FOREIGN LANGUAGE ASSISTANTS**

3. THIRD SESSION: Wednesday 4th **SPREADING MOTIVATION**

4. FOURTH SESSION: Thursday 5th **DEALING WITH SEN STUDENTS**

5. FIFTH SESSION: Friday 6th **ACTION PLAN AND ACTION RESEARCH PLAN**

COURSE LENGTH: 5 DAYS (9.00-14.00)

EXTRA ACTIVITY (last session, Friday 6th July): ACTION PLAN to improve our school´s bilingual programme..

The action plans must be put into practice the following school year 2018/2019 after the Head teacher's supervision.

Ponente: Lucía Ábalos Álvarez

LEADERSHIP

1. REFLECTION ON LEADERSHIP

2. BILINGUAL COORDINATOR FUNCTIONS ACCORDING TO OUR LAW

3. IMPORTANT ROLES AS A BILINGUAL COORDINATOR

4. MEETINGS AND AGREEMENTS

5. BILINGUAL TEAM MEETINGS AND HEAD TEACHER - DEPUTY HEAD TEACHER MEETINGS

6. HOW CAN I IMPROVE AS A BILINGUAL COORDINATOR?

7. NEW AREAS OF UNDERSTANDING AND "AHA" MOMENTS

REFLECTION ON LEADERSHIP

1. What do you most urgently want to know about teaching or programme coordination?
2. What steps have you taken in the past year to assess your teaching or programme coordination?
3. What methods do you use to learn more about your teaching or coordination in order to improve it?
4. How do you weigh your work as teacher/coordinator and researcher in your daily work?
5. How and how often do you collaborate with colleagues to research about your teaching?

See-Think-Wonder		
What do you see?	What are you thinking?	What are you wondering about?

LEADERSHIP

Comunidad de Madrid

Colegio Bilingüe

CONSEJERÍA DE EDUCACIÓN

BILINGUAL COORDINATOR FUNCTIONS ACCORDING TO OUR LAW

http://comunidadbilingue.educa2.madrid.org/inicio

GUIDELINES FOR THE PRIMARY CURRICULUM

Contents

ORDEN 5958/2010, de 7 de diciembre, por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid.

BILINGUAL COORDINATOR FUNCTIONS

a)Provide at least all the weekly hours in the foreign language and those areas for which it is enabled, in one of the school units where the program is developed.

b) Collaborate with the management team in the review and completion of Curriculum Project, the Annual General Memory Programming and end of year.

c) Coordinate the development of programming areas taught in English with the other teachers involved in the program.
d) Establish contact with the language assistants assigned to school, facilitate the reception in the center and guide them in their adaptation to the environment.

e) Organise, together with the Deputy Head teacher, the allocation of language assistants to the respective teachers and groups, and to ensure optimal use of this resource.

f) Check the appropriate coordination that must exist between teachers and language assistants.
g) To convene a weekly meeting of coordination, when teachers must stay in the center.

h) Maintaining contact with twin school and exchange work, experiences...

i) Encourage reflection on teaching practice and promote initiatives of pedagogical and methodological innovation.

j) Select the resources and materials for the Programme, in collaboration with the teaching staff, ensuring their proper use and maintenance.
k) Organise in the center, together with the management team, the management of external assessment tests (dates, registration, protocols) following the instructions established by the Ministry of Education.

l) To promote the participation of staff members in seminars and training courses that result in the improvement of teaching practice.

m) Maintain promptly informed the Head teacher of all aspects of the programme. The Head teacher, as head of the bilingual programme, will take the appropriate decisions in each case.

→ ORDEN 5958/2010, DE 7 DE DICIEMBRE

→ ORDEN 3331/2010, DE 11 DE JUNIO

→ ORDEN 2763/2014, DE 28 DE AGOSTO

Organización enseñanzas Ed. Primaria

Comunidad de Madrid

- Aumento de horas lectivas de la asignatura Primera Lengua Extranjera: Inglés.

- 30% Enseñanzas en Inglés (Disposición Adicional Primera del Decreto 89/2014)
  - ✓ Deben cursarse en Inglés un mínimo de 7,5 horas semanales.

- Podrán impartirse en inglés todas las asignaturas excepto Matemáticas y Lengua Castellana y Literatura.
  - ✓ Preferentemente el área de Ciencias de la Naturaleza y el área de Ciencias Sociales.
  - ✓ Máximo número de horas y áreas en lengua inglesa, en función del número de maestros en plantilla de las diferentes especialidades, que cuenten con la correspondiente habilitación lingüística.

▪30% HORARIO IMPARTIDO EN INGLÉS

- 7,5 horas semanales obligatorias.

ANEXO IV b)

Horario Colegios Bilingües

GENERAL LOMCE	Horas semanales					
	1.º	2.º	3.º	4.º	5.º	6.º
Lengua Castellana y Literatura	6	6	6	5	5	5
Matemáticas	5	5	5	5	5	5
Inglés	4	4	4	4	4	4
Ciencias de la Naturaleza	1,5	1,5	1,5	2	2	2
Ciencias Sociales	1,5	1,5	1,5	2	2	2
Educación Física	1,5	1,5	1,5	1,5	1,5	1,5
Educación Artística	1,5	1,5	1,5	1,5	1,5	1,5
Religión/Valores Sociales y Cívicos	1,5	1,5	1,5	1,5	1,5	1,5
Recreo	2,5	2,5	2,5	2,5	2,5	2,5
Total	25	25	25	25	25	25

IMPORTANT ROLES AS BILINGUAL COORDINATORS

Areas Encompassing Your Responsibility

- Curricular Decisions
- Planning & Overall Timeline for Yearly Work
- ASSISTANTS Decisions
- STAFF Practices
- Research/Reflection
- Teaching ...

There is no one way to be a teacher leader

B. Individual teacher experiments and reflects

C. Teacher shares ideas and learning; mentors, coaches other teachers

D. Teachers collaborate and reflect together on collective work

E. Teachers interact in groups and through relationships re culture the school

Goal
Improve Student Learning

A. Individual teacher engages in learning about his or her practice

F. Teachers question, advocate, building support and organizational capacity

G. Teachers engage in collective school-wide improvement, focus resources, and distribute leadership

H. Teachers collaborate with the broader school community, parents

I. Teacher (or group) shares work outside of school/in professional organizations

Figure 1. Spheres of Teacher Leadership Action for Learning.
Source: Fairman and Mackenzie (2010)

LEADING RESEARCH BASED BILINGUAL PROGRAMMES

Reflection and Research Approaches

- Defining terminology for bilingual education & language learning
- Standards for language learning
- Research approaches
- Self-study & Action Research
- Critical Reflection
- U.S & Spanish Bilingual Education
- Professional Portfolios

Instructional Practices and Curriculum Design

- Lesson planning with:
- Backward Design
- Student-centered practices
- Standards-based instruction
- Authentic texts & realia
- Technology integration & 21st Century Skills
- Inclusion: Special Needs Learners
- Cross-curricular projects

Assessment and Evaluation

- Performance Assessments
- Formative & Summative
- Project-based learning
- Aligning Assessments
- Evaluating Teacher Practices
- Teacher Observations
- Portfolios

Roles of Teacher Leaders and Supervisors

- Textbook & Curricular Materials Evaluation
- Strategic Planning through Action Plans
- Teacher Leadership
- Teacher Observations
- Data-driven Decision Making

ROLES OF TEACHER LEADER

Working to Strengthen Instruction: Instructional/Curriculum Specialist
- Action researcher
- Assessment developer
- Assessment literacy
- Assessment specialist
- Content coach
- Instructional coach
- Data analyst
- Data coach
- Graduation expectation specialist
- Resource provider
- Teacher on Special Assignment
- Learning team leader
- Technology coach
- Technology expert

Working to Strengthen Instruction: Classroom Supporter
- Assessment leader
- Grade level/team leader
- Instructional coaches
- Teacher on Special Assignment
  - **Mentor**
    - Mentor 1st or 2nd year teacher
    - Mentor teachers new to the district
    - Mentor student teachers
  - **Learning Facilitator**
    - Advanced certification facilitator
    - Group facilitation (large, small)
    - Lab classrooms
    - Teacher trainer (Professional Development)

Advocate/Partner
- Association reps/leaders
- Advocate for teachers, students
- NCATE examiner
- OSPI committees
- Policy influence
- Publishing
- Partner with organizations
- Partner with universities (adjunct faculty, advisory boards)
- Professional content organization

Learner
- Book study facilitator
- Critical Friends Group facilitator
- Lesson study facilitator

School Leader
- Committee work
- Curriculum work
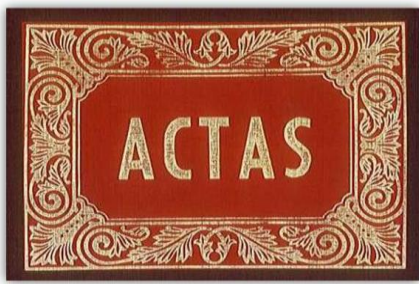- Department head/chair
- School improvement work
- Team leader

CHALLENGES WE FACE

FIGURE 1.1 *Survey Results—"What is the Greatest Challenge You Face as a Teacher Today?"*

Standardized Testing 4%

Lack or Scarcity of Funding and Resources 7%

Large Class Size and Differentiating Instruction 8%

Leadership, Administration, Politics, and Red Tape 12%

Multiple and Conflicting Pressures Including Technology 13%

Student Apathy, Motivation, and Behavior/Discipline 24%

Lack of Time 17%

Lack of Parental Involvement or Support 15%

Taylor, L. M., Fratto, J. M. (2012). *Transforming Learning through 21st Century Skills. The Who Took My Chalk? Model for Engaging You and Your Students.* Boston: Pearson Education, Inc.

The Purpose of Meetings

- Develop ideas
- Plan
- Solve problems
- Make decisions
- Create and develop understanding
- Encourage enthusiasm and initiative
- Provide a sense of direction
- Create a common purpose
- Inform
- Consult
- Solve problems
- Make decisions...

Planning for a Meeting

Ask and resolve these questions:

1. What is the purpose of the meeting?

2. Is a meeting appropriate?

3. How should the meeting be planned?

4. Who should attend the meeting?

5. What preparation is required for the meeting?

- Give the time and place of the meeting.

- List the topics to be covered, indicating who will introduce them.

- Have any relevant papers attached.

- Use a timer to finish on time!

AGREEMENTS

ACTA Nº

REUNIÓN DE COORDINACIÓN DE BILINGÜISMO

DÍA:

HORA:

LUGAR:

1.-COMPONENTES

2.-TEMAS A TRATAR

3.-ACUERDOS TOMADOS

Collaborate with the management team

- Timetables,

- Schemes of work (yearly planning),

- Organisation of English events/festivities,

- Creating a common purpose within the bilingual programme,

- Curriculum Project,

- Annual General Programming,

- End of year Memory Plan...

Great idea: LESSON OBSERVATIONS

TEACHERS OBSERVING ONE ANOTHER	• Help them learn new strategies, classroom management techniques...
COORDINATOR OBSERVING THE TEACHERS	• Give feedback with helpful information on how to improve their teaching practice.
COORDINATOR OBSERVING THE ASSISTANTS	• Give feedback to guide them .

Immersion Teaching Strategies Observation Checklist*

Teacher	School	Grade Level	Number of Students
Date	Observer	Lesson Observed	Start _____ Finish _____

The lesson is aligned with the FCPS POS   Comments:

The following seven category labels identify key pedagogical goals in an immersion setting. The subsequent descriptors illustrate what the effective immersion teacher does in the classroom to achieve these goals. **Note to observers:** Every immersion lesson will *not* encompass all descriptors but rather show an eclectic use of strategies from each category to facilitate the language acquisition process in the immersion class.

The Immersion teacher aims to: (o=observed, n/o=not observed, n/a=not applicable)

1. Integrate language, content and culture

	O	N/O	N/A	Comments:
• Contextualizes and organizes curriculum around content-based concept(s)				
• Specifies content-obligatory and content-compatible language objective for each lesson/unit				
• Identifies theme-related culture learning goals to introduce products, practices and perspectives				
• Selects Appropriate language and culture learning objectives that follow from content goals				
• Uses authentic songs, poems, literature, rhymes, artifacts to teach language and culture				
• Evaluates language, content and culture learning for each lesson/unit				

2. Attend to continuous language growth and improve accuracy

	O	N/O	N/A	Comments:
• Elicits and holds all students accountable for self and peer repair				
• Attends to errors in both oral and written language				
• Uses a variety of effective feedback techniques including elicitation, metalinguistic clues, clarification requests, repetition, recasts, explicit correction and non-verbal cues				
• Differentiates between feedback on form versus meaning, e.g., "I like that idea. How might you say it more precisely?"				
• Creates opportunities and activities to assist students in noticing and producing less frequently used, accurate language in oral and written form				
• Focuses corrective responses on pre-determined language objectives based on the lesson and the developmental level of the learners				
• Balances use of feedback with flow of lesson				

The Immersion teacher aims to:	O	N/O	N/A	Comments:
3. Make input comprehensible				
• Uses body language, TPR, visuals, realia, manipulatives to communicate meaning				
• Solicits and draws upon prior knowledge and experiences with new themes				
• Uses a variety of pre-reading and pre-writing activities to make language and content more accessible, e.g., advanced organizers, etc.				
• Breaks complex information and processes into component parts				
• Makes frequent use of comprehension checks that require learners to demonstrate their understanding				
• Selects and adapts instructional material for learners' developmental level				
• Establishes routines to build familiarity and allow for repetition				
4. Create an L2-rich learning environment				Comments:
• Extends students' language repertoires by teaching synonyms and antonyms				
• Displays a variety of words, phrases, written text throughout classroom and hallways				
• Invites native speakers to participate in the classroom				
• Makes available a variety of target language reading and resource materials such as dictionaries, thesaurus, encyclopedia, etc.				
• Surrounds learner with extensive oral and written language input				
5. Use teacher talk effectively				Comments:
• Articulates and enunciates clearly				
• Slows down and simplifies language when developmentally appropriate				
• Rephrases and repeats messages in a variety of ways				
• Varies intonation to mirror messages				
• Recycles past, present and future vocabulary and language structures consciously				
• Models accurate use of language				

The Immersion teacher aims to:

	O	NO	NA
6. Promote extended student output			
• Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking			
• Structures and facilitates high-interest, student-centered activities			
• Uses output-oriented activities such as role plays, simulations, drama, debates, presentations, etc.			
• Makes use of a variety of grouping techniques such as dyads, think-pair-share, small groups, etc.			
• Promotes learning from and with peers, e.g., peer editing, peer tutoring			
• Communicates and consistently reinforces clear expectations about language use			
• Creates a non-threatening learning environment			
7. Attend to diverse learner needs	O	NO	NA
• Includes a range of language abilities in student groups			
• Uses cooperative group learning			
• Plans for diverse learner needs based on linguistic and cultural backgrounds			
• Surveys student interests to allow for student choice			
• Invites students to share different problem-solving approaches and learning strategies			
• Makes use of a wide variety of activities through learning centers where students can work at a level that is appropriate for them			
• Reinforces concepts and language considering a variety of learning styles, such as visual, auditory, tactile, kinesthetic, etc			
• Foster development of multiple intelligences			

TWIN SCHOOLS

- Live videoconferences
- Videos / audio recordings
- Handmade books / postcards / cards...
- Exchange letters / emails (penpals)
- Presentations with photos

LEADERSHIP

HOW CAN I IMPROVE AS A BILINGUAL COORDINATOR?

mentor new teachers

improve help sessions to make them more accessible to the students

share outside the school delivering courses and conferences

experimenting and reflecting

implement lesson study with new approaches learnt recently

reflective practice with the management team

attend professional development courses

identify an issue in my classroom, talk about it with colleagues and decide a course of action

ensure teachers-assistants coordination ...

NEW IDEAS THAT I WILL PUT INTO PRACTICE

more reflecting

implement a new instructional strategy in the school (ACTION PLAN)

share a teacher research plan and implement it (ACTION RESEARCH PLAN)

10 MINUTES OF PERSONAL REFLECTION EVERY DAY AFTER SCHOOL

collaborate with the broader school community

implement lesson study with new approaches learnt recently

collaborate and reflect together on collective work

engage in collective school-wide improvement, resources...

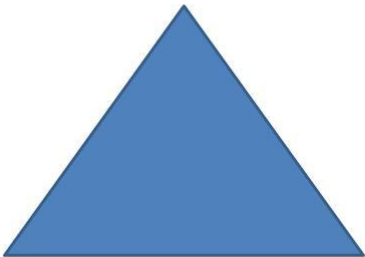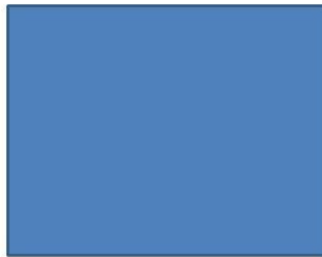coach other teachers throughout the school year

5 min

IDEAS THAT YOU WERE ALREADY DOING AND THAT YOU WILL DEFINITELY KEEP DOING

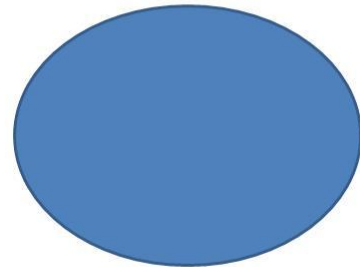NEW IDEAS THAT YOU WILL IMPLEMENT IN THE SCHOOL

Triangle-Square-Circle

Write down three important points from the presentation.

Write down anything that "squares" (agree with) with your thinking.

Write down anything that is still "circling" in your head or questions that you might have.