

Adapted/special language education for pupils from language minorities in the MUNICIPALITY OF SANDNES

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Aspervika school

by Nijole Hilmarsson

(head of school department, Centre for Multilingual Children and Youth (FBU)
Center for resources and competence for Multilingual Children and Youth

RIGHTS TO ADAPTED LANGUAGE EDUCATION FOR PUPILS FROM LANGUAGE MINORITIES



Lov om grunnskolen og den vidaregåande opplæringa (opplæringslova)

The Education Act, section 2-8 (for the 10-year compulsory school) and section 3-12 (upper secondary education and training), on adapted language education for pupils from language minorities guarantees the rights for newly arrived non-native speakers

The act states that pupils with another mother tongue than Norwegian or Sami, who do not speak Norwegian or have poor Norwegian language skills, have the right to special language training. The right applies until their Norwegian is good enough for them to attend and benefit from regular education.

The school is required to assess the pupil's skills in Norwegian to determine what kind of special language education is appropriate for the pupil.

Information for newly arrived parents and guardians:

<https://www.udir.no/contentassets/b54ac3a95899409e8629a9f3606d4408/engelsk---informasjon-om-barnehage-og-opplaring-i-norge.pdf>

Three forms of adapted language education:

- **Adapted education in Norwegian:** Norwegian education adapted for non-native speakers.
- **Bilingual subject teaching:** The subjects are taught in Norwegian and in the pupil's mother tongue by bilingual teachers. The purpose is to make it easier for the pupil to understand the subject teaching and to improve his/her Norwegian learning.
- **Mother tongue instruction:** Teaching of the pupil's native language. The purpose is to improve the reading and writing skills in the mother tongue, so that the mother tongue can be a support for the Norwegian learning. Usually for illiterate children.

The aim of adapted language education is that the pupil will become sufficiently proficient in Norwegian as soon as possible so that he/she can follow the regular classes.

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Adapted language education

Education Act § 2-8

Adapted training in Norwegian

Bilingual subject teaching

Mother tongue instruction

SOME FACTS ABOUT PUPILS FROM LANGUAGE MINORITIES in Municipality of Sandnes

- **10%** of all pupils in Sandnes receive adapted language education (around 1000 pupils from language minorities have individual decisions § 2-8 (Enkeltvedtak))
- Pupils from language minorities are spread over 30 public and 5 private schools in Sandnes
- Over 50 different languages are the mother tongue for the pupils of language minorities. The biggest language groups are polish, arabic, ukrainian (a new group of refugees)
- More than 100 new pupils arrive to Sandnes and start in introductory classes or in nearby schools every school year
- Centre for Multilingual Children and Youth (FBU) offers bilingual subject teaching in 25 languages and has around 30 bilingual teachers

Introduction classes in the city of Sandnes



Introduction classes for primary school pupils (grade 1 – 7):

- **Aspervika skole** (up to 50/60 pupils in 3 groups)
- **Lura skole** (up to 40/45 pupils in 3 groups)

Introduction classes for secondary school pupils (8th – 10th grade):

Høyland u. skole (up to 50 pupils in different groups)

When the school meets newly arrived pupil who doesn't speak Norwegian

- The local school can, in cooperation with the Centre for Multilingual Children and Youth (FBU), choose to give the parents an offer of adapted language education in an introduction class for a limited period.
- The child/youth and his or her parents or guardians, are well informed about the content of the introductory program, and consent to entering such a program.
- Though it happens that the child/youth and his/her parents or guardians, choose instead to enter the regular school or classes. In this case the local school has to offer teaching in the basic Norwegian.

Curriculum in introduction classes

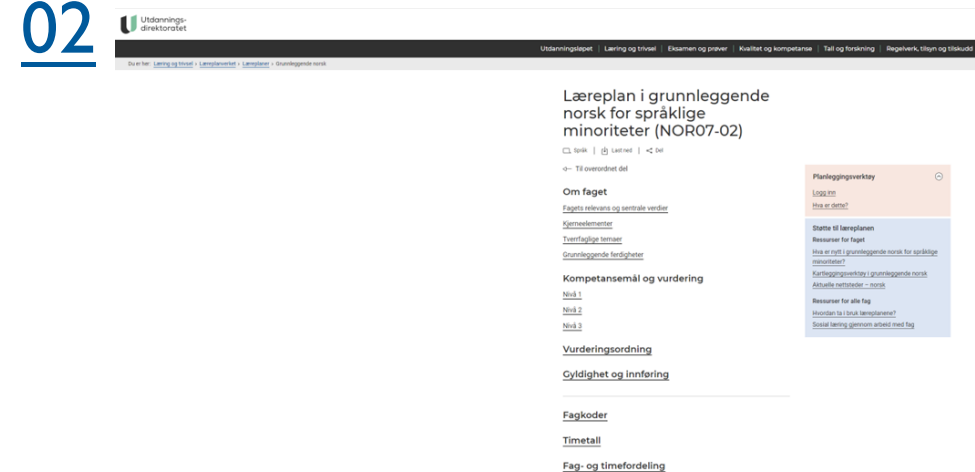
Adapted education in Norwegian follows the **curriculum of Basic Norwegian for Language Minorities** (basic skills in reading, writing, oral and digital skills), but other curricula is introduced after the first introduction.

Mother tongue instruction follows **the Curriculum for mother tongue teaching for language minorities**.

Bilingual subject teaching follows curriculum in different subjects (Basic Norwegian, Mathematics, Natural Sciences, Social Sciences)

All three curriculum are integrated

<https://www.udir.no/lk20/nor07-02>



The screenshot shows the Udir website interface. The main heading is "Læreplan i grunnleggende norsk for språklige minoriteter (NOR07-02)". Below the heading, there are navigation links: "Om faget", "Egens relevans og sentrale verdier", "Spørsmålsmål", "Tverrfaglige temaer", and "Grunnleggende ferdigheter". There is also a section for "Kompetansemål og vurdering" with sub-sections "Nivå 1", "Nivå 2", and "Nivå 3". Further down, there are sections for "Vurderingsordning", "Cyldighet og innføring", "Fagkoder", "Timetall", and "Fag- og timefordeling". On the right side, there is a "Planleggingsverktøy" (Planning tool) with a "Logg inn" button and a "Hva er nytt i læreplanen?" section.

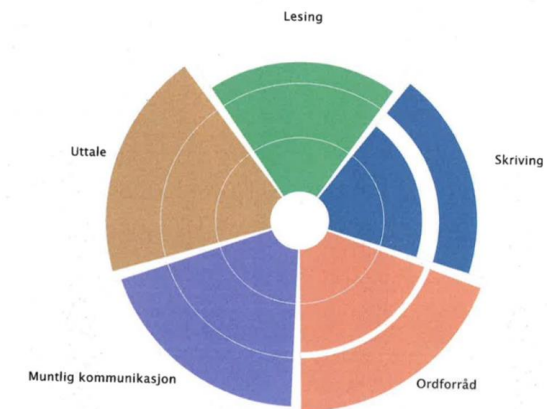
Assessment in introduction classes

- Pupil's skills in Norwegian are assessed during introductory period and later in local school.
- Schools are obliged to use **assessment tool by the Norwegian Directorate for Education and Training**. There are three levels of language proficiency in the assessment tool where level 1 is the lowest and level 3 is the highest. The tool assesses pupils skills in pronunciation, vocabulary, writing, reading and oral skills.(Assessment tool is built on Common European Framework of Reference for Languages)
- When the pupil reaches level 3 of proficiency, he or she will no longer be given adapted Norwegian language education.

<https://www.udir.no/laring-og-trivsel/lareplanverket/fagspesifikkstotte/kartleggingsverktoy-i-grunnleggende-norsk/>

Ferdighetsprofil

1.-2. trinn



Introduction classes in Aspervika school

- The school has long tradition of adapted education in Norwegian (since 1996)
- Highly qualified teachers with long experience
They are experts in Norwegian as a second language and they have multicultural competence

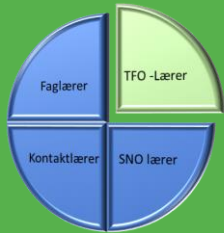
Introduction classes in Aspervika school

- Pupils are organised in three groups according to their age:
 - IK A : 1st - 2nd grade
 - IK B: 3rd - 4th grade
 - IK C: 5th - 7th grade
- It is a very diverse group of pupils: school background varies from children with no or very limited education from abroad or children who have attended schools of good quality and who are well trained in languages and different subjects.
- New children coming all the year round and they have to be ready to take inn new students any time
- The offer in the introductory class usually lasts for one school year, but if the child makes good language progress, he/she may start earlier at the local school. Pupils with little or no schooling usually benefit from being in the introduction class for a whole year or two years.

Vibeke

- adapted language teaching and inclusive learning environment

Bilingual subject teaching



- Bilingual teachers have first hand knowledge of cultures and languages and they act as a bridge between the school and parents, and are a source of information and advice for other teachers
- At the moment there are 10 bilingual teachers supporting pupils in arabic, polish, lithuanian, pashto, tagalog, somali, spanish, swahili/kinyarwanda and ukrainian
- New pupils are assessed in their mother tongue and the report is shared with Norwegian teacher. It helps to adapt teaching program for new pupils



Kartleggingsprøve for minoritetsspråklige skolestartere



Muntlige oppgaver
Barnas hefte

TOSP Trosspråklig prøve skole Kartleggingsprøve for minoritetsspråklige skolestartere i 1. og 2. klasse Utviklet av RENE LØRÉN Trondheim skole SVETLANA TORBERGSEN OG BENE N. ANDSEN	NAVN:
	ALDER:
	SKOLENA:
	TRU/REL:
	NR. ÅRSK:
	FORF. NR. SKOLENR.:

Elevhefte Nr. 1

1. Informasjon
2. Ord- og begrepsrikdom

Norsk

(1. - 5. Klasse)

Nr.	HEFTE	Antall oppgaver (prøve)	Antall oppgaver gjort	Opp. løst/antall tilgjengelig
1.	INFORMASJON	30		
2.	ORD- OG BEGREPSRIKDOM	57		
3.	ORDLÆRNING	60		
4.	TING SOM HJELPER SAMMEN	90		
5.	LESEFERDIGHET	500	LESEHASTIGHET	
	LESEFERDIGHET		LESEFERDIGHETS LESEFERDIGHETS	15

Blad 6 - hörförståelse och läsförståelse

O lwie i lisie

Lew leżał w swojej jaskini. Leżał tam całymi dniami i nocami.
 Słyszał tylko jego ciche, słabe porykiwania.
 – Lew jest chory – myślały zwierzęta i było im go żal.
 Zaczęły więc wchodzić do jaskini lwa z małymi podarunkami.

Tylko lis nie wszedł do środka.

Lew zapytał miłym głosem:

– Dlaczego nie wchodzisz, przyjacielu? Wszystkie inne zwierzęta już u mnie były.

– Chciałem wejść – powiedział lis – ale zauważyłem ślady i przestraszyłem się. Wszystkie ślady prowadzą do jaskini, ale żadne z niej nie wychodzą. Dlatego lepiej zostanę na zewnątrz.



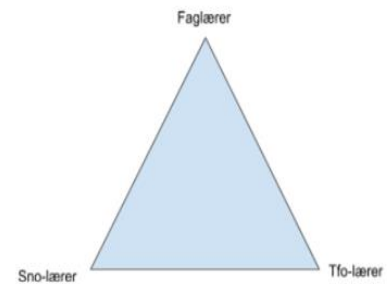
K. Andersen & S. Christen, Midtveit, 1993, Boksforlaget, 978 82 03 10000 0

Assessment of pupils
vocabulary and
reading skills in
mother tongue

Teacher collaboration

- Regular meetings for involved teachers - once a month
- Meeting topics - academic and social goals, curriculum, vocabulary teaching

Det gode trekantsamarbeidet:



Alle lærere er andrespråklærere.



Preparation for transition to local schools

- Adapted norwegian training in introduction classes help pupils to acquire language skills more quickly and therefore gain the confidence to mix socially and to participate in lessons and other activities later in their local schools.
- 1st - 4th grade pupils are offered to attend day care facilities (SFO) at their local schools. It contributes in getting acquainted with their school they will come back after introduction classes and getting friends in the neighbourhood
- Introduction school is helping newcomers to participate in afterschool activities such as football and other sports

Transition to local schools

- Transition from introduction school to local school is usually being well prepared and planned
- Pupils visit ordinary classes in Aspervika or in their local school before they are transferred to their schools
- Information about pupil and assessment results are transferred so that local school so that adapted language teaching could be continue further on
- However in some periods arrive many students and introduction classes are full so we have to send students to local school earlier than they are ready for transition.
- It can be demanding to offer pupils as good adaptiv training in Norwegian and in bilingual teaching when transition is in the middle of the school year
- It takes **five to seven years** to reach the academic level of Norwegian proficiency so the local schools have to overtake the adaptiv language education.

Any questions?