

FACULTAD DE CIENCIAS SOCIALES Y DE LA
EDUCACIÓN



INTERNATIONAL EDUCATION



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Mención de inglés

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INTERNATIONAL EDUCATION

Elective subject.

Course credits: 3 ECTS.

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This course pretend to approach students to the concept of International Education through the study of different programs around the world and the understanding of their benefits and challenges.

Evaluation:

- Knowledge: 50% (Final exam)
- Assignment : 50%
 - Adequacy of answer
 - Accuracy and adequacy of written expression
 - Adjustment to deadline and extension

Loss of continuous evaluation:

- Signing the register sheet on the part of a partner.
- Lack of academic integrity (lack of sources, copying, cheating during tests...)

Marking:

- Suspenso: 0 - 4,9
- Aprobado: 5 – 6,9
- Notable: 7 – 8,9
- Sobresaliente: 9 – 10
- Matrícula de honor: sobresaliente con mención

Contents:

<u>1st CLASS</u>	Unit 1. International Education at the European Union. <ul style="list-style-type: none">-Introduction to the concept of “International Education”.-The European Union and the Erasmus + program.-Erasmus + School.-Etwinning.
<u>2nd CLASS</u>	Unit 2. The International Baccalaureate (IB) Primary Years Programme (PYP). <ul style="list-style-type: none">-Principles of the IB and the PYP.-The PYP curriculum-PYP teachers. Collaborative planning.
<u>3rd and 4th CLASS</u>	Units 3 and 4. Bilingual schools and other international programs around the world. <ul style="list-style-type: none">-Goals of the bilingual education.-Analyzing types of bilingual education by Steve McCarty.-Benefits and challenges of the bilingual education.-The structure of the state bilingual schools in Spain.-Other international education programs.
<u>5th CLASS</u>	<u>Assessment:</u> evaluation of knowledge Test including a set of questions about the contents learned.

ATTENTION: YOU SHOULD DO THE FOLLOWING TASKS. Up to 4 points.

DEADLINE: THE DATE OF THE 4TH CLASS

Task 1: E-twinning project.

Look to this E-twinning project and use it to create your own European project. Please, complete all the information requested on this form.

<http://www.etwinning.net/en/pub/profile.cfm?f=2&l=en&n=58197>

Cooking for Europe

Summary: This project propose to exchange European cooking recipes and to build a cooking book with European traditional recipes.

Subjects: Cross Curricular, European Studies, Foreign Languages, History of Culture, Home economics

Languages: EN - FR

Pupil's age: 12 - 18

Tools to be used: Chat, e-mail, Other software (Powerpoint, video, pictures and drawings), Project Diary, Twinspace, Virtual learning environment (communities, virtual classes, ...), Web publishing

Aims: to realize a book of European traditional recipes.

Work process: 1 – all the partners could ask to their students to bring back each a cooking traditional and national recipe in mother language (which is used in the family for example) 2 – translation of the recipes in English during training hours. Writing it in word files (mother language and English) 3 – sending recipes to organizers to collect them (with a large European potential) 4 – Gathering of the recipes files. 5 – sending back of all the cooking recipes to all the partners of the action, the whole constituting a real cooking book with European traditional recipes (we could also talk about our table manners and habits in each country) 6 – reception by all action partners and translation English to mother language – printing and decoration of the booklet (everyone is free to decorate simple or luxurious, on recycling paper or not...) 7 – Selling traditional European cooking booklets to finance more mobilities or simply European actions and activities

Task 2: Programme of inquiry.

Have a look at the document “**PYP of the IB: Programme of inquiry**”. Analyse the examples and create a similar proposal of inquiry following these steps:

Choose a transdisciplinary theme (Who we are, Where we are in place and time...)

Elaborate 5 mini-units like in the model, each of them for a specific age, including the following elements:

1. Name of the unit
2. Group age
3. Subjects it is related to
4. Central idea
5. Lines of inquiry

(The Key Concept is not necessary)

* Remember you will have to work down, all the units framed in the **SAME** transdisciplinary unit.

FINAL TEST. Up to 5 points.

50 multiple choice questions

Bibliography and webgraphy

Baker, C. (2001). Foundations of bilingual education and bilingualism (3rd ed.). Clevedon, UK: Multilingual Matters.

Fox, E (1985). International Schools and the International Baccalaureate. Harvard Educational Review: April 1985, Vol. 55, No. 1, pp. 53-69.

Hayden, M. (2006). The International Baccalaureate: international education and cultural preservation.

Phillips, D. (2003). Implementing European Union Education and Training Policy. A Comparative Study of Issues in Four Member States.

Ritchie, M. (2006). Integrating children who speak a foreign language into English nursery schools in Toronto, Canada. Tokyo: Child Research Net. Retrieved from http://www.childresearch.net/papers/multi/2006_03.html

McCarty, S. (2012) Understanding Bilingual Education 2: Analyzing Types of Bilingual Education http://www.childresearch.net/papers/language/2012_02.html

Some webs of International Education programs:

<http://www.ibo.org/en/programmes/>

<http://www.etwinning.net/en/pub/index.htm>

<http://www.euro-scola.com/>

<http://www.pap.sepie.es/oapee/inicio.html>

<http://ec.europa.eu/education/>

<http://www.fulbright.es/>

http://www.mecd.gob.es/eeuu/en_US/convocatorias-programas/convocatorias-eeuu/ppvv

OUTLINE First session

INTERNATIONAL EDUCATION AT THE EUROPEAN UNION

- What is International Education about?
- The European Union and the Erasmus + program.
- Erasmus+school.
- Etwinning.

1. What is International Education about?

We consider that the term International Education covers the following 3 areas and could be defined through them:

1.1.International Understanding.

UNESCO understands international education as a process resulting from international understanding, cooperation and peace.

This understanding must impregnate all of its educational system actions and materials. It is not a separate course. Instead, **it must be present in all courses.**

The acquisition of knowledge is based on the principle of mutual understanding between nations; of peaceful coexistence; of international understanding; and by understanding the growing world interdependence of States with different social and political systems. **This international understanding promotes learning about diversity;** about the richness of cultural identities; of the existence of individuals, races, nations and cultures with the **capacity to communicate, share and cooperate with others;** of the acceptance of difference as an opportunity to act with interest towards others; and understanding.

1.2. Increasing compatibility between education systems, especially important at the European Union.

Widely differing education and training systems in Europe have traditionally made it hard for Europeans to use qualifications from one country to apply for a job or a course in another. **Increased compatibility between education systems makes it easier for students and job seekers to move within Europe.**

1.3. Boosting the job market by improving the citizens' level of foreign languages and cultures.

The knowledge of other languages and cultures is mandatory to work in a **global world** where national business are rare.

2. The European Union and the Erasmus + program.

EU countries are responsible for their own education and training systems, but the EU helps them **set joint goals and share good practices.**

2.1. What is Erasmus+?

Erasmus is the new EU's education programme (2014-2020) for boosting skills and employability.

2.2. What does it involve?

The Erasmus initiative provides opportunities to study, train, gain work experience and volunteer abroad. It will also support **transnational partnerships** among Education, Training, and Youth institutions.

The Erasmus+ programme covers five major areas of education and training:

- [School education opportunities](#) for staff and institutions;
- [Vocational education and training opportunities](#) for students, apprentices, trainees, staff, institutions, and business;
- [Higher Education opportunities](#) for students, staff, institutions, and businesses;

- [Adult Education opportunities](#) for staff, institutions, and businesses;
- [European Integration opportunities](#) for academic and research staff and institutions.

2.3.Key figures: Erasmus+ (2014-2020)

Overall budget	€14.7 billion In addition, € 1.68 billion for funding actions with third countries (partner countries) have been made available through the EU's external action budget.
Overall mobility opportunities	More than 4 million people
Higher Education	Around 2 million students
Vocational Education and Training students	Around 650,000 students
Staff mobility	Around 800,000 lecturers, teachers, trainers, Education staff and Youth workers
Volunteer and Youth exchange schemes	More than 500,000 young people
Master's degree loan guarantee scheme	Around 200,000 students
Joint Master Degrees	More than 25,000 students
Strategic Partnerships	Around 25,000 linking together 125 000 schools, vocational Education and Training institutions, higher and adult Education institutions, Youth organisations and enterprises
Knowledge Alliances	More than 150 set up by 1500 higher Education institutions and enterprises

Sector Skills Alliances	More than 150 set up by 2000 vocational Education and Training providers and enterprises
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2.4. Erasmus + School

Erasmus+ aims to improve the quality of teaching and learning from pre-primary through to secondary level in schools across Europe.

It will provide opportunities for people working in school education to develop their professional skills and to work together with partners in Europe. Activities support the sharing of good practice and testing of innovative approaches that address shared challenges, such as early school leaving or poor levels of basic skills. Activities can foster links with the world outside school and other fields of education and training.

2.4.1 What does it involve?

[Opportunities for staff](#) to undertake European professional development activities abroad (2 days to 2 months), including:

- **Structured courses or training;**
- **Teaching assignments;**
- **Job shadowing or observations.**

[Cooperation between schools or other organisations:](#)

- Establish international strategic partnerships to co-operate on issues of shared interest (2 or 3 years).

[Cooperation between schools](#) (eTwinning)

- Teachers can network and run joint classroom projects with colleagues in Europe, access learning resources and take part in professional development opportunities.

2.4.2. Who can take part?

The following organisations in participating countries can take part:

- Schools (pre-primary through to secondary level);
- Local and regional institutions that are responsible for school education;
- Anyone active in the field of school education (some activities are reserved to schools and local/regional authorities).

2.4.3. What is eTwinning?

eTwinning is the community for schools in Europe.

The eTwinning action offers a platform for schools to communicate, collaborate and develop projects.



The eTwinning Portal (www.etwinning.net) has got nearly 230 277 members and over 5462 projects and provides online tools for teachers to find partners, set up projects, share ideas, exchange best practice and start working together.

Being involved in an eTwinning project is a rewarding experience for both teachers and students who establish a deep bond working as a team with another school. They improve not only their foreign languages and ICT skills, but also their knowledge and tolerance to other cultures.

Teachers and students could be awarded with the National and European Quality Label



that recognize their work promoting good educational practices.

Teachers can also apply the European eTwinning Prizes to the best projects in several categories (Age 4-11; 12-15; 16-19; Spanish prize; French Prize; Marie Skłodowska

Curie Prize ; Mevlana Prize for Intercultural Understanding;)



The new adventures of the Twinnies around the world

Project Kit description

The aim of this kit is to get pupils working together, to create a shared story of two characters travelling around the world. Pupils use their imagination and creativity; they choose places worth visiting and facts worth

mentioning; gather information from different sources including the internet and become authors of an international online comic book. They discover the unique mosaic of European countries and cultures and learn to appreciate the beauty of the world

Key competencies



Subjects

Art, Foreign Languages, Geography, History, History of Culture, Music

Level

7-12

Objectives

A virtual journey around the world involves a lot of learning. The pupils will:

- learn and discover interesting facts about different countries and cultures
- Learn to work in groups
- Improve their reading and writing skills
- Improve their oral skills
- Also can be used to develop competencies in Geography, History, Art and Mathematics and the use of technology.

Process

Starting activities:

At the start the teachers plan to meet regularly on TwinSpace and decide the type of story they want to carry out, the teaching methods they want to employ, and the ICT tools they want to use. All team members introduce themselves, present their schools, town and countries.

They discuss the details of the project.

They decide how they intend to collaborate with the partners both in the creation of the common story and in the communication among teachers and pupils.

Teachers and pupils decide the layout of the story (comic strips, pop up, written story with drawings,...), the main characters, the language competences they want to teach through the project, the connection with other school subjects (geography: places used as a setting for the story; art: techniques used to draw the scenes, history: the historical time of the story and so forth)

Work in progress:

- 1) Creation of a shared logo: each pupil draws a design for a project logo. The logos are uploaded on TwinSpace in a gallery especially created for that purpose and then, after having seen all partners' logos, pupils vote for the best logo of each partner school. A common logo can be created collecting all the best logos (one per each country)
- 2) BRAINSTORMING: working in groups, pupils from each country brainstorm which towns and places they want to use as a set of their country's episodes, propose what food and what cultural/traditional events or VIPs they want to show in the story and choose the most relevant things.
- 3) Teachers help the pupils to get to know their town, their region, their country from a geographical/cultural/culinary point of view (CLIL methodology can help)
- 4) Using COOPERATIVE LEARNING, pupils work in groups and elaborate the plot of their episodes (pupils will be divided in groups, giving each group a town or a place to use as the set of the episode), selecting and then gathering all the information about the town of their set. In this step they are allowed to use their mother tongue.
- 5) Working in groups (one group per episode), pupils have different tasks: some of them illustrate the scenes, some colour them, some write down the speech bubbles, some check the steps of the work, and they organize everything by themselves
- 6) Pupils create a Power Point with all episodes from their school and upload it on TwinSpace, and then all pupils watch the partner's episodes' PPT
- 7) ROLE PLAY: Pupils are invited to dramatise/act some scenes from the story, to record, upload and to show them to the virtual classmates.

(TIP: Partners guess the place where the scene is set according to the plot)

Outcomes

When all episodes are uploaded on the TwinSpace, all parts are joined together transforming

them into a unique story. These can be transformed into an online publication using StoryBird or can be produced as a physical book

Pupils are asked to devise questionnaires with quizzes about their part of the story to check if partners remember places, food, details mentioned in the story. All the questionnaires are uploaded on the TwinSpace, which is the institutional platform of the project and on the blog. Answers are published on both.

Extra activities

- Play a time game: each school has to answer as fast as possible, writing the used time on the blog.
- Prepare a common menu using Google Docs using all the food the Twinnies have tried while travelling Europe
- Create a photo gallery of places that the characters visited as a real photo album

Evaluation

This project can be evaluated in different ways at different points. Here are some suggestions:

- Partners keep in touch via TwinSpace and email. This helps to address any difficulties being experienced.
- Upload work to TwinSpace. This helps pupils and teachers to assess work so far and what needs to be done next.
- Each partner school creates a questionnaire about their part of the project for the partner schools to answer.
- A final evaluation by each pupil or class to explain what they liked and what they learnt about each section of the online book. The results of this can then be amalgamated together into one document.
- A post evaluation by another class in your school to evaluate each section of the story.

Follow-up

Follow up:

Different places can be used as a set of the story, other continents, the sea, the atmosphere, other planets... Characters can also travel through the time opening the adventures to the world history discovery or to the world of science or theatre arts meeting very important scientists or famous actors.

If pupils free their imagination, the story can go on and on. They could also travel through the time and history by an imaginary "time machine". This will help them learn what happened in the past and think about what could happen in the future.



is part of Erasmus+, the EU programme for Education, Training, Youth and Sport



FRIENDS FUR- EVER

Project Kit description

The aim of the project is to learn about dogs as friends of people in a funny and interesting way keeping in mind Howard Gardner's Theory of Multiply Intelligence.

Engagement in this eTwinning project provides opportunities for cultural understanding, citizenship, language development, art and craft, technology and social education all within the context of international education. It also has a great impact on social education. The exchange of materials and pupil created content are central to this project, which provided opportunities to develop many aspects of the soft skills in the curriculum including social skills, self confidence, team working and independent learning.

The children learn that various breeds of dog have distinct characteristics that might make one breed better suited for a particular family than another breed. They discuss the roles that dogs play in peoples' lives. The pupils learn how to look after dogs. The project gives them an overview of the responsibilities that go along with dog ownership. The pupils also learn about dogs as extraordinary working animals and understand each individual's responsibility to treat animals in a human way. They meet a vet and a policeman with a dog on service.. They learn songs and rhymes connecting to the topic. They read a story and a poem in their mother tongue and in English about dogs. They watch dogs as cartoon characters; for example Walt Disney's Pluto or Polish cartoons about Reksio the dog, then they can create new adventures of that character.

Objectives

In this project the pupils will:

- Discover the relationship between human and their pets
- Learn about dogs as mammals
- Develop their various intelligences by working on a specific topic in specific ways:
 - o Learning new English words-parts of the body of a dog
 - o Researching dogs as mammals and the characteristic of different breeds
 - o Writing stories in their mother tongues about dogs
 - o Learning songs and rhymes connecting to the topic
 - o Playing drama, establish rules how to be safe with unknown dogs,
 - o Organising to help to dogs in Centre for Animal Care
 - o Gaining knowledge about history of dogs as domestic animals
 - o make connections between different disciplines and subjects to learn something specific

Process

Together with your project partners discuss what aspect of the topic you will each concentrate on and agree on how you will organize your work in the TwinSpace.

Here is a list of possible activities to introduce and consolidate the project

Step 1: The pupils who have got a dog take pictures and write stories about their pets. Then create the album of all pictures and upload to the TwinSpace

Step 2. Set a task for the pupils to do research about dogs as extraordinary working animals

Step 3. Get them to work on rules that people should obey when they own a dog.

Step 4 Invite a vet and policeman who handles a police dog to the classroom or bring the class on a field trip. Guide dog trainers or a person with a guide dog could also be a possible invitee.

Step 5. Search together for songs stories, poems and rhymes connecting to the topic in both the mother tongue of the pupils and in English.

Key competencies



Subjects

Art, Foreign Languages, Informatics / ICT, Language and Literature, Music, Natural Sciences, Primary School Subjects

Level

4-11

Every project needs and outcome. Suggested outcomes in this project include the pupils creating a scrapbook/e-book for publishing their work and a calendar made of drawings from children of partner schools. The pupils could also take part in events such as how to clean up after your dog and name your dog.

During Mathematics lessons they could play origami and tangram to develop their logical skills.

The pupils could also meet through videoconferences, where they could present rhymes, and songs, say hello to friends, and send them pictures and drawings.

Activities carried out with the children and results could be uploaded to the TwinSpace in the form of a Blog or a Wiki. The children could also work together on Valentine's e-cards, which they prepare using shapes of a dog, the possibilities are endless.

Evaluation

Some suggested evaluation approaches

- Ask pupils for their feedback about each project activity
- Talk regularly to pupils, teachers and parents who are taking part in the project. Always be open to hearing what they have to say. Keep notes or record their opinions.
- Collect stories about what it was like to take part in the project or about something good that happened as a result of the project. Record them in writing or use a video recorder.
- Evaluate the final products as a team with you project partners.
- Reflect with your project partners what went well in the project and what lessons you learned. Also reflect on how you might improve some aspects of the work in future projects.

Follow-up

The project is appropriate for the children because it is related to everyday life. It can be implemented in every school, every class. The project provides opportunities for expansion of the issues developed in the classroom. It is a living project; teachers can upgrade it by the suggestions of pupils, parents. Other animals can be focused on instead of dogs, but it is important that some pupils own the animal chosen.



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OUTLINE Second session

THE IB. PRIMARY YEARS PROGRAMME

- **What is the International Baccalaureate (IB)?**
- The Primary Years Programme (PYP). Principles.**
- The role of the person within the curriculum**
- Pedagogy in the elementary school programme. The programme of inquiry.**
- PYP teachers. Collaborative planning.**

1. What is the International Baccalaureate (IB)?

In our days, the International Baccalaureate® (IB) offers a continuum of international education.

Programmes	Age range	Started
Primary Years Programme	3-12	1997
Middle Years Programme	11-16	1994
Diploma programme	16-19	1968
Career related programme	16-19	2012

The IB was created in the 60s as an independent bases movement, formed by primary teachers and managers of international schools, whose aim was to develop a common international curriculum and to create international consciousness and sensitivity among the children attending those schools, on the basis of the belief that the nature and the

quality of learning become the suitable means to promote the aforementioned consciousness and sensitivity.

2. The Primary Years Programme (PYP).

2.1 Principles.

- PYP focuses on children's heart and mind, and provides them with an answer to their social, physical, emotional, cultural and education needs
- □□PYP focuses on a balance between the acquisition of essential knowledge and abilities and the search for meaning and understanding
- □□PYP provides the students with the opportunity of building meaning by means of research promoted by concepts
- □□PYP gathers the different components of the learning process in the cross-curricular programme, which allows children to establish connections with their daily life
- □□PYP develops in children a sensitivity towards the others' experiences through the curriculum, the specific features of the student's profile, the appropriate attitudes and the action socially responsible as a result of the learning experience

2.2 The role of the person within the curriculum

- □□*Main principle*: the student elaborates a model of understanding based on their personal experience (**Vygotsky**: learning as creation of meaning when a person connects new knowledge with previous knowledge).
- □□Need to identify the student's previous knowledge and the environment where the learning process takes place.

- ☐☐ Need to assess the level of comprehension of students aiming at selecting the suitable experiences so that they can establish the connections between the old and the new perceptions.
- ☐☐ **Bruner and Gardner:** curricular contents should be taught to let teachers relate students' previous knowledge to their individual learning styles within the framework of new experiences.
- ☐☐ Relevance of the teacher's role: organizing new experiences is essential to the process of acquisition of knowledge and formation of concepts.
- ☐☐ Attempts of students to know the surrounding world → communication and cooperation social acts.
- ☐☐ The programme supports students' efforts to understand the world and cope with it, to distinguish whether something is real or not, to recognise "the suitable" perspective of a process; that is to say, the students needs to play varied roles:

<p>Inquiring</p> <p>Informed</p> <p>Thinker</p> <p>Communicator</p> <p>Complete</p>	<p>Open</p> <p>Caring</p> <p>Bold</p> <p>Balance</p> <p>Reflective</p>
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- ☐☐ Building of meanings always through organized **RESEARCH.**

2.3. Pedagogy in the elementary school programme.

- Research is considered as the basic pedagogical method in the PYP (Wells Lindfors: the investigator is in the boundary of knowledge).

- Research means a process that allows the student to access to a deeper level of knowledge. It may consist of:
 - ✓ Exploring, reflecting and questioning
 - ✓ Experimenting
 - ✓ Investigating and searching for information
 - ✓ Obtaining data and analysing results
 - ✓ Elaborating and checking theories
 - ✓ Predicting and explaining the solutions to problems

- Researching implies taking part actively in the environment with the goal of reflecting afterwards about the connections between the previous experiences and the new information.

- Research is a process that changes according to the different aging groups. Teachers should supervise the activities proposed by the students.

- A great amount of ways of investigation are considered within this programme, based on the students' curiosity and need to know about the surrounding world.

- Appropriate investigation → responsible action that can expand the learning process or have a global social impact, depending in any case of the age of the students.

2.3.1. The programme of inquiry

- ☐☐ At the heart of the programme's philosophy is a commitment to structured, purposeful **inquiry** as the leading vehicle for learning.

- ☐☐ **Inquiry**: interpreted in the broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding. This can mean:
 - ✓ ☐☐ exploring, wondering and questioning
 - ✓ ☐☐ making connections between previous learning and current learning
 - ✓ ☐☐ purposefully to see what happens
 - ✓ ☐☐ making predictions and acting purposefully to see what happens
 - ✓ ☐☐ collecting data and reporting findings
 - ✓ ☐☐ clarifying existing ideas and reappraising perceptions of events
 - ✓ ☐☐ deepening understanding through the application of a concept
 - ✓ ☐☐ making and testing theories
 - ✓ ☐☐ researching and seeking information
 - ✓ ☐☐ taking and defending a position
 - ✓ ☐☐ solving problems in a variety of ways

- ☐☐ The PYP presents an analysis of the written curriculum in terms of five essential elements: *concepts, knowledge, skills, attitudes and action*, which must be brought together into a meaningful synthesis through planning, teaching and assessment = **PROGRAMME OF INQUIRY**.

- ☐☐ Through the units of inquiry the essential elements are synthesized into a meaningful approach to teaching and learning.

- ☐☐ Teachers and students generate *questions* which have a conceptual base and are relevant to the context of the unit.

- ☐☐ *Classroom activities* are planned as a direct response to these questions.

- ☐☐ The classroom becomes a centre of structured inquiry through which students acquire and practise skills and build new knowledge.
- ☐☐ The programme of inquiry does not necessarily constitute a school's whole programme: well planned units can provide an ideal context for learning across the disciplines.

2.3.1.1. The planner

The PYP planner: document which registers the design and development of transdisciplinary units of inquiry.

The PYP planner are provided for the purpose of collaborative unit design.

2.3.1.2. Transdisciplinary units of inquiry

☐☐ Six transdisciplinary themes of global significance provide the framework for exploration and study.

Each of these units:

- ✓ is planned by teams of teachers working in collaboration, guided by a set of questions for teachers
- ✓ stands alone as a significant, relevant, challenging learning experience
- ✓ contributes to a coherent, school-wide programme of inquiry which is framed in terms of themes
- ✓ is of universal importance
- ✓ draws together elements of different disciplines into a meaningful whole
- ✓ is driven by a set of key questions conceptually based, which are answered by a range of learning activities
- ✓ builds on the prior knowledge of the students in the context of meaningful research
- ✓ is constructed and conducted in such a way as to promote positive attitudes

□□ Transdisciplinary units:

- ✓ **Who we are:** an inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- ✓ **Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- ✓ **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- ✓ **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- ✓ **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- ✓ **Sharing the planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

- **Integrated learning** occurs through the six transdisciplinary units of inquiry. These units integrate subject knowledge across the main curriculum areas:

Languages

Mathematics

Social Studies

Science and Technology

The Arts

Personal, Physical And Social Education (PSPE)

- Teachers are guided by these transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.
- **Both transdisciplinary themes and subject areas form the knowledge element of the programme.**

2.4. PYP teachers. Collaborative planning.

2.4.1. PLANNING IN THE PYP IS COLLABORATIVE.

This statement implies:

- All teachers who teach PYP students are required to participate in structured collaborative planning and reflection.
- An understanding of the ways people think, learn and interact is basic to building collaborative working relationships.
- Collaboration adds coherence to the students' learning experience across the curriculum.

- Planning at the school enables all teachers to gain an overview of students' whole learning experience, supporting this process firmly.
- Collaborative planning enhances reflective practice.
- Systems can facilitate/promote teachers planning and reflecting in collaborative teams.
- Planning at the school makes effective use of the planning process across the curriculum and by all teachers.
- Planning addresses the essential elements of the PYP: concepts, knowledge, skills, attitudes and action.
- The PYP planner, which is an organizing tool that records the student learning coherently (Unit 2), becomes a useful instrument in the collaborative planning process.
- Collaborative planning takes place horizontally and vertically:
 - Horizontally* → Each planning team ideally consists of all teachers teaching students within any particular grade/year or level
 - Vertically* → each planning team works with the teachers that teach in the previous and the following grade/year or level in order to revise and strengthen the articulation within the programme of inquiry.
- Assessment is considered as an integral and ongoing part of collaborative planning.
- Planning strengthens the transdisciplinary nature of the curriculum and ensures the pedagogy of the PYP is pervasive across the programme.
- Planning provides opportunities for students to be involved in the planning of their own learning and assessment.

2.4.2. COLLABORATION VERSUS COOPERATION.

Collaboration does not exactly mean cooperation, but it implies a step further. Some useful tips may be considered in order to **collaborate** effectively in the planning process within the PYP:

- Stay focused on the question, problem or challenge.
- Collaboration is not about agreement (end) but about creation (beginning).
- Give balanced feedback that acknowledges strengths as well as gaps. Listen thoughtfully and openly.
- Respect differences and focus on understanding where different opinions and ideas come from.
- Reveal your thinking to others. Don't be afraid to sound rude or uncooperative.
- Be reflective, patient and persistent.
- Look openly and critically at the evidence.
- Look for patterns in the work that can be followed by other teachers.
- Be willing to change if required.
- Take personal responsibility to read, listen, observe and remember (Do your homework).
- Collaboration is messy and unpredictable; the results may be nothing more than prototypes of something better in the future and that's ok.
- Wonder: "What opportunities for collaboration are there at my school?"

PYP of the IB: Program of Inquiry

Warren T. Jackson Elementary

August 2009

Age	An inquiry into WHO WE ARE	An inquiry into WHERE WE ARE IN PLACE AND TIME	An inquiry into HOW WE EXPRESS OURSELVES	An inquiry into HOW THE WORLD WORKS	An inquiry into HOW WE ORGANIZE OURSELVES	An inquiry into SHARING THE PLANET
	An exploration of the nature of self; of our beliefs and personal values; of personal, mental, social, and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.	An exploration of our orientations in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations, and migrations of humankind; of the contributions of individuals and civilizations.	An exploration of the way in which we discover and express our nature, ideas, feelings, beliefs, and values through language and the arts.	An exploration of the physical and material world; of natural and human made phenomena; of the world of science and technology.	An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.	An exploration of our rights and responsibilities as we try to share finite resources with other people and other living things; of the communities and of the relationships within and between them.
5-6 (K)	<p style="text-align: center;">ALL ABOUT ME</p> <p>Subject: PSE, SS, Science Central Idea: Everyone is unique and special. Inquiry into: -physical characteristics -different abilities -how we grow and change -our families -how we use our 5 senses</p> <p style="color: red;">Key Concept- Reflection – “How do we know?”</p>	<p style="text-align: center;">ME ON A MAP</p> <p>Subject: SS Central Idea: We are a part of many communities. Inquiry into: -different communities (neighbourhood, city, state, country, continent, world) -where we live -map skills</p> <p style="color: red;">Key Concept- Connection “How is it connected to other things?”</p>	<p style="text-align: center;">CELEBRATIONS AND SYMBOLS</p> <p>Subject: SS Central Idea: Celebrations and symbols help us understand the traditions and beliefs of a people. Inquiry into: -types of celebrations -similarities and differences of celebrations -how beliefs influence celebrations - Celebrations have symbols -Cultures have patriotic symbols</p> <p style="color: red;">Key Concept- Change “How is it changing?”</p>	<p style="text-align: center;">ON THE MOVE</p> <p>Subject: Science Central Idea: Objects around us move in a predictable way. Inquiry into: -the day and night sky -the effect of gravity on objects -different types of motion</p> <p style="color: red;">Key Concept- Form “What is it like?”</p>	<p style="text-align: center;">HELPING HANDS</p> <p>Subject: SS, PSE Central Idea: People within a community take on different roles and responsibilities. Inquiry into: -the roles and responsibilities within a</p> <ul style="list-style-type: none"> • Family • Classroom • School • City <p style="color: red;">Key Concept- Responsibility “What is our responsibility?”</p>	<p style="text-align: center;">PRECIOUS PLANET EARTH</p> <p>Subject: Science Central Idea: The Earth consists of a variety of interdependent organisms. Inquiry into: - The difference between living and non-living - Similarities and differences in various animals - Similarities and differences in various plants</p> <p style="color: red;">Key Concept- Form “What is it like?” Connection “How is it connected to other things?”</p>
6-7 (1 st)	<p style="text-align: center;">A BALANCING ACT</p> <p>Subject: SS, PSE Central Idea: All humans share the same basic needs in order to live a balanced life. Inquiry into: -basic needs of all humans -safe practices -the importance of relationships</p> <p style="color: red;">Key Concept- Form “What is it like?” Responsibility “What is our responsibility?”</p>	<p style="text-align: center;">LONG AGO AND TODAY</p> <p>Subject: SS, History Central Idea: The way people live changes over time. Inquiry into: -how people lived in the past -changes in technology -how and why life is different today</p> <p style="color: red;">Key Concept- Change “How is it changing?”</p>	<p style="text-align: center;">OH, THE PLACES YOU’LL GO!</p> <p>Subject: Language Arts Central Idea: Authors express their ideas in creative ways through a variety of texts. An inquiry into: -Dr. Seuss author study -expressing yourself creatively through writing -factors that influence an author -the role of language in writing a story</p> <p style="color: red;">Key Concept- Reflection “How do we know?” Causation “Why is it like it is?”</p>	<p style="text-align: center;">WEATHER ROCKS</p> <p>Subject: Science, Math Central Idea: Weather affects the environment and the way we live. Inquiry into: -seasonal changes in weather -tools used to measure weather conditions -how temperature affects water -how weather and temperature affect people</p> <p style="color: red;">Key Concept- Connection “How is it connected to other things?”</p>	<p style="text-align: center;">GLOBAL AWARENESS</p> <p>Subject: SS, Geography Central Idea: Our world is organized by continents and oceans. Inquiry into: -continents and oceans -landforms -my location in the world</p> <p style="color: red;">Key Concept- Form “What is it like?”</p>	<p style="text-align: center;">WHERE THE WILD THINGS ARE</p> <p>Subject: Science Central Idea: Plants and animals have characteristics that are essential to their survival. Inquiry into: -how plants and animals look, grow, and move -how plant and animal characteristics aid in survival -factors that threaten survival</p> <p style="color: red;">Key Concept- Function “How does it work?”</p>

Age	<p>An inquiry into WHO WE ARE</p> <p>An exploration of the nature of self; of our beliefs and personal values; of personal, mental, social, and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p>An inquiry into WHERE WE ARE IN PLACE AND TIME</p> <p>An exploration of our orientations in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations, and migrations of humankind; of the contributions of individuals and civilizations.</p>	<p>An inquiry into HOW WE EXPRESS OURSELVES</p> <p>An exploration of the way in which we discover and express our nature, ideas, feelings, beliefs, and values through language and the arts.</p>	<p>An inquiry into HOW THE WORLD WORKS</p> <p>An exploration of the physical and material world; of natural and human made phenomena; of the world of science and technology.</p>	<p>An inquiry into HOW WE ORGANIZE OURSELVES</p> <p>An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p>An inquiry into SHARING THE PLANET</p> <p>An exploration of our rights and responsibilities as we try to share finite resources with other people and other living things; of the communities and of the relationships within and between them.</p>
7-8 (2 nd)	<p>GEORGIA, ON MY MIND Subject: PSE, History Central Idea: Influential people in a region impact the lives of its citizens. Inquiry into: - Influential people past and present - connections between influential people and IB attitudes -Features of non-fiction text to gather information Key Concept- Connection “How is it connected to other things?”</p>	<p>OUR PRECIOUS PAST Subject: SS, History Central Idea: The lifestyle of the first people of a region is both similar to and different from those of present cultures. Inquiry into: -how people used their local resources -the relationship between place and lifestyle -the similarities and differences of cultures of the past and of today Key Concepts- Causation “Why is it like it is?”</p>	<p>CLUES TO A CULTURE Subject: SS, Language Central Idea: Cultures around the world express themselves differently. Inquiry into: -cultures revealed through writing -culture found in fables -culture found legends and myths -components needed to write your own fable, myth, or legend Key Concept- Perspective “What are the points of view?”</p>	<p>ROUND AND ROUND Subject: Science, Math Central Idea: Cycles are constantly occurring around us. Inquiry into: -life cycles of plants and animals -seasonal changes -the cycles of the Earth and the moon Key Concept- Function “How does it work?” Change “How is it changing?”</p>	<p>WHERE IN THE WORLD AM I? Subject: SS, Civics Central Idea: The people, their leaders and the laws shape a community. Inquiry into: -different communities -the need for rules and laws within a community -the role of the people and their leaders within a community - the behaviour of citizens in various communities Key Concept- Function “How does it work?”</p>	<p>CRAFTY CONSUMERS Subject: Economics, SS Central Idea: People must make informed economic choices because of limited resources. Inquiry Into: -the relationship between scarcity and opportunity cost -allocation of goods and services (consumers and producers) -spending and saving choices -trading and bartering -wants vs. needs Key Concept- Responsibility “What is our responsibility?”</p>
8-9 (3 rd)	<p>LAW AND ORDER Subject: SS, Civics Central Idea: Societies are governed by a system that makes laws and keeps order. An inquiry into: -different levels of government -the role of citizens in their governments -the purpose of rules and laws Key Concept- Function “How does it work?”</p>	<p>HEROES OF OUR HISTORY Subject: PSE, SS- History Central Idea: Historical role models display positive character traits. An inquiry into: -positive character traits -historical role models -effects of conflict and change Key Concepts- Responsibility “What is our responsibility?”</p>	<p>PERSONAL MEMOIRS Subject: Language Arts Central Idea: We read and write about what matters to us. An inquiry into: -different genres -reasons people read and how to select a book -reasons people write and how to select a topic -personal narratives Key Concepts- Reflection “How do we know?”</p>	<p>CAN YOU DIG IT? Subject: SS, Science Central idea: A relationship exists between the Earth’s landforms and where communities are formed. Inquiry into: -characteristics of rocks, mineral, fossils, and soil -factors that cause change -the relationship between landforms and communities Key Concepts- Causation “Why is it like it is?”</p>	<p>IT’S ALL GREEK TO ME Subject: SS, Civics, Art, LA Central Idea: The culture of Greek civilization has influenced societies around the world. Inquiry into: -types of influences of Greeks on societies (architecture, law/government, Olympics, myths) -the roots of democracy -locations on a map where Greece has influenced Key Concepts- Connection “How is it connected to other things?”</p>	<p>HOME SWEET HOME Subject: Science Central idea: Plants and animals depend on their habitat for survival. Inquiry into: -characteristics of animals that allow them to survive. -the effects of interruptions to a habitat -ways to protect and conserve a habitat -connections between a region and an animal’s adaptations Key Concept- Form “What is it like?” Change “How does it change?”</p>



Age	<p>An inquiry into WHO WE ARE</p> <p>An exploration of the nature of self; of our beliefs and personal values; of personal, mental, social, and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p>An inquiry into WHERE WE ARE IN PLACE AND TIME</p> <p>An exploration of our orientations in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations, and migrations of humankind; of the contributions of individuals and civilizations.</p>	<p>An inquiry into HOW WE EXPRESS OURSELVES</p> <p>An exploration of the way in which we discover and express our nature, ideas, feelings, beliefs, and values through language and the arts.</p>	<p>An inquiry into HOW THE WORLD WORKS</p> <p>An exploration of the physical and material world; of natural and human made phenomena; of the world of science and technology.</p>	<p>An inquiry into HOW WE ORGANIZE OURSELVES</p> <p>An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p>An inquiry into SHARING THE PLANET</p> <p>An exploration of our rights and responsibilities as we try to share finite resources with other people and other living things; of the communities and of the relationships within and between them.</p>
9-10 (4 th)	<p>RIGHTS AND RESPONSIBILITIES Subject: Social Studies, PSE Central Idea: Nations have structural systems that define the rights and responsibilities of citizens. Inquiry Into: -how nations determine the rights of its citizens -rights vs. responsibilities -governing documents -different functions of a government Key Concept- Function "How does it work?" and Responsibility "What is our responsibility?"</p>	<p>A WHOLE NEW WORLD Subject SS, Science Central Idea: People seek new discoveries to improve their lives. Inquiry into: -reasons why people explore new places -the obstacles people face as they explore and settle -how exploration and settlement directly and indirectly affect societies -relationships with the native people and its impact on settlement Key Concept- Perspective "What are the points of view?" Connection "How is it connected to other things?"</p>	<p>THE TALES WE TELL Subject: Language Arts Central Idea: The values and beliefs of a culture are reflected in the stories of its people. Inquiry into: -stories originating from various places, times, and perspectives -why people share stories -techniques story tellers use Key Concept- Form "What is it like?" Connection "How is it connected to other things?"</p>	<p>SIMPLE MACHINES Subject: Science Central Idea: Throughout time, machines have allowed humans to become more efficient. Inquiry into: -force and motion -how simple machines work -the role of machines over time Key Concept- Function "How does it work?"</p>	<p>13 COLONIES Subject: SS, Economics Central Idea: Lifestyles within a region are influenced by geography and interests of the people. Inquiry Into: -factors that shape the lifestyle of a region -specialization -trade and exchange among regions Key Concept- Causation "Why is it like it is?" Perspective "What are the points of view?"</p>	<p>ECOSYSTEMS Subject: Science Central Idea: There is a relationship between the flow of energy in an ecosystem and the survival of organisms. An Inquiry into: -relationships among organisms within an ecosystem -how changes in the environment affect organisms -how organisms adapt to the environment Key Concept- Change "How does it change?"</p>



<p>10-11 (5th)</p>	<p>5th GRADE EXHIBITION</p> <p>Subject:</p> <p>Central Idea:</p> <p>Inquiry Into:</p> <p>-Key Concept- Changes each year.</p>	<p>MOVERS AND SHAKERS</p> <p>Subject: SS</p> <p>Central Idea: People can work together to affect change.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> -reasons people take action -actions that effectively bring about change -contributions of individuals <p>Key Concept- Causation "Why is it like it is?"</p>	<p>LET YOUR VOICE BE HEARD</p> <p>Subject: Language Arts, PSE</p> <p>Central Idea: People use various techniques to persuade.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> -creating and supporting a position -the role of media in forming opinions -written, visual, and oral techniques <p>Key Concepts- Perspective "What are the different points of view?" Reflection "How do we know?"</p>	<p>ROCKIN'AND ROLLIN'</p> <p>Subject: Science</p> <p>Central Idea: Natural processes cause change to the Earth's surface.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> -constructive forces and destructive forces -the effects of natural processes -human intervention in controlling and monitoring natural processes <p>Key Concept- Function "How does it work?" Responsibility "What is our responsibility?"</p>	<p>MONEY, MONEY, MONEY</p> <p>Subject: SS</p> <p>Central Idea: The state of the economy affects how people live.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> -reasons why an economy flourishes or declines -how people respond during time of economic prosperity and difficulty -how the state of the economy influences cultural development -government's role in the economy <p>Key Concept- Connection "How is it connected to other things?" Change "How is it changing?"</p>	<p>IT'S A SMALL WORLD</p> <p>Subject: SS, History</p> <p>Central Idea: Conflict affects relationships, decisions, and actions.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> -reasons people have conflict -effects of conflict -ways people attempt to resolve conflict <p>Key Concept- Perspective "What are the points of view?" Responsibility "What is our responsibility?"</p>
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OUTLINE Third and fourth sessions

BILINGUAL SCHOOL AND OTHER INTERNATIONAL PROGRAMS AROUND THE WORLD

- Goals of the bilingual education.
- Analyzing types of bilingual education by Steve McCarty.
- Benefits and challenges of the bilingual education.
- The structure of the state bilingual schools in Spain.
- Other international education programs.

1. What are the goals of the bilingual education all around the world?

According to C. Baker (2011):

- ✓ To assimilate individuals or groups into the mainstream of society; to socialize people for full participation in the community. For example, emigrants who don't have a proficiency level in the language of the country.
- ✓ To unify a multilingual society; to bring unity to a multi-ethnic; multi-tribal or multi-national linguistically diverse state. For example, Canada or Belgium.
- ✓ To enable people to communicate with the outside world. For example, the bilingual English-Spanish program in Spain.
- ✓ To provide language skills which are marketable, aiding employment and status. For example, the bilingual English-Spanish program in Spain.
- ✓ To reconcile and mediate between different linguistic and political communities. For example, Canada, Belgium or the bilingual regions of Spain.
- ✓ To spread the use of a colonial language, socializing an entire population to a colonial existence.
- ✓ To strengthen elite groups and preserve their privileged position in society. For example, students of the elite international schools.
- ✓ To give equal status in law to languages of unequal status in daily life. For example, the bilingual regions of Spain.

- ✓ To deepen an understanding of language and culture. For example, the bilingual English-Spanish program in Spain.

2. Types of bilingual programs.

We find different types of bilingual education, depending of the main goal of every institution that implements it.

The following chart was created by McCarty, adapted from Baker (2001, p. 194) and Oka (1996, p. 183):

2.1. Weak forms of bilingual education

The aim is not the bilingualism but the assimilation of a minority.

Weak Forms of Bilingual Education *				
Type of Program	Typical Students	Languages used in the Classroom	Educational/ Societal Aim	Language Outcome
SUBMERSION (Structured immersion)	Language Minority	Majority Language	Assimilation	Monolingualism
SUBMERSION with withdrawal classes / sheltered target language	Language Minority	Majority Language with pull-out L2 ** lessons [held in a different location]	Assimilation	Monolingualism
SEGREGATIONIST	Language Minority	Minority Language (forced, no choice)	Apartheid	Monolingualism
TRANSITIONAL	Language Minority	Moves from Minority to Majority Language	Assimilation	Relative Monolingualism
MAINSTREAM with Foreign Language Teaching	Language Majority	Majority Language with L2/FL ** Lessons	Limited Enrichment	Limited Bilingualism

SEPARATIST	Language Minority	Minority Language (out of choice)	Detachment / Autonomy	Limited Bilingualism
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2.2. Strong forms of bilingual education.

Those programs have the pluralism as the main aim.

Strong Forms of Bilingual Education				
Type of Program	Typical Students	Languages used in the Classroom	Educational/ Societal Aim	Language Outcome
IMMERSION	Language Majority	Bilingual with initial emphasis on L2 **	Pluralism / Enrichment	Bilingualism & Biliteracy
MAINTENANCE / HERITAGE LANGUAGE	Language Minority	Bilingual with emphasis on L1 **	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy
TWO-WAY / DUAL LANGUAGE	Mixed Language Majority & Minority	Minority & Majority	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy
MAINSTREAM BILINGUAL	Language Majority	Two Majority Languages	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy

* In some cases the weak forms of bilingual education may actually be monolingual forms of education.

** L2 = [Students'] 2nd Language, L1 = 1st [or native] language, FL = Foreign Language.

2.3. Analyzing Types of Bilingual Education by Steve McCarty.

http://www.childresearch.net/papers/language/2012_02.html

As can be seen in the extreme right column above, weak and strong forms are defined by the typical language outcomes among students, basically whether or not children become or remain bilingual. In strong forms of bilingual education, reading and writing are conducted in both languages, resulting in biliteracy. On the other hand, if classes are taught mainly in one language, it is not to the credit of the school system if some students are bilingual. Children of immigrants or minorities may simply be in transition from their endangered native language or languages to monolingualism in the dominant

language of the society. Whereas majority or minority languages are defined from the viewpoint of the mainstream society, native languages (L1) and second or foreign languages (L2) should always be defined from the viewpoint of the learners involved.

In the second column from the right, the various educational or societal aims of bilingual education are seen again in keywords. The middle column demonstrates the variety of possible language use patterns in school classes, particularly the medium of instruction. The ten types of bilingual education are thus defined by the language background of the students, the languages actually used in school, the aims of decision-making authorities, and the active linguistic repertoire of students upon leaving the school.

Regarding particular types, submersion and transitional bilingual education serve the purpose of assimilating immigrant or minority children into the mainstream of society. Transitional programs start with considerable native language instruction, but it is gradually phased out. Submersion programs simply plunge students abruptly into classrooms where their native language is not seen as fit to use, and the medium of instruction is foreign to them, so they involuntarily sink or swim. Such programs are not called submersion, and they are usually believed to help students adjust to society as soon as possible so they can make a living in the future, but it tends to result in the **cognitive damage of losing their native language proficiency**. Then, for example in the U.S., they may still be stigmatized as limited English proficiency (LEP) speakers or of low intelligence according to standardized test results in their second language.

The second type of submersion in the chart aims to soften the shock of changing the language use of children by teaching in sheltered or simplified English, or pulling language minority students out of classes to study the majority language or medium of instruction itself. Withdrawal classes take place in some Japanese cities as well, with a small number of language minority students pulled out of each school to study Japanese as a second language (JSL) in a central location. Among the drawbacks, they miss regular class content and are further isolated from mainstream students. When Vaipae went beyond questionnaire surveys to interview immigrant families, she found

that "regardless of the length of residence or school attendance in Japan, none of the case study students reached academic achievement levels on par with their Japanese classmates" (2001, p. 228).

Mainstream with Foreign Language Teaching, also a weak type of bilingual education, is the usual pattern where the mainstream language majority students study a foreign language several hours a week, which does not provide enough exposure and interaction in the L2 for students to become bilingual. Far removed from environments where it would be necessary and rewarding to use the foreign language, it is too little and started too late. Critical periods have passed where babies could distinguish all languages, children could attain native-like L2 pronunciation until about age eight, and languages could be acquired without much effort until around puberty (Glinkoff & Hirsh-Pasek, 1999, pp. 23-24, 138). This is the usual predicament with English in Japan, various foreign languages taught in the U.S., and in other countries where one language is dominant.

The two other weak forms of bilingual education, Segregationist and Separatist, can appear to be similar, as they tend to be minority groups isolated from the mainstream society and using their native languages in school, insofar as children can attend. But the key difference is whether they have the choice of their medium of instruction or not. **In Segregationist situations the dominant social group excludes the minority group from the option of learning in languages of wider communication such as Swahili, Arabic, English, or French. In this way the dominant group keeps the minority groups down**, monopolizing limited resources and economic opportunities for social advancement. **Whereas in Separatist situations the minority group is deliberately trying to distance its members from the strong influence of the mainstream society in order to protect its native language, culture, and religion.** For example, some American Indians find their children turning away from their native language and values because of the strong influence of the popular culture in English. They may therefore conduct their own education in their native language apart from American influences, although young people are liable to become native speakers of English regardless, because the mainstream language can hardly be avoided.

Most of the weak forms of bilingual education were reserved for the children of immigrants and minorities except the Mainstream with Foreign Language Teaching model, which is ineffective and scarcely threatens to change the existing social order.

Turning to strong forms, a very successful model for majority language students is Immersion, usually in another language of high status, cultural prestige, and economic value. The difference between Immersion and Submersion (for minority students) is first of all a matter of choice, like diving into the deep end of a pool versus being pushed into it. The majority children or at least their parents choose an immersion bilingual education program for the utmost academic advancement, whereas submersion is a matter of circumstance, the conditions most minority families encounter in schools where the default national policy toward them is assimilation.

Immersion originated in Canada, which has a majority of French speakers in the province of Quebec. Canada has developed a national policy of bilingualism, with English and French as official languages, and multiculturalism (Shapson & D'Oyley, 1984) in consideration of indigenous Inuit and other minorities. 40% of children in Toronto schools are foreign born (Ritchie, 2006). Immersion bilingual education has been implemented widely for many years in Canada and adopted by schools in other countries (Bostwick, 2004). There are several English immersion schools in Japan, with research showing its effectiveness at Kato Gakuen in Shizuoka Prefecture (Bostwick, 2001). Conversely, there are schools in the U.S. and Australia that have Japanese immersion programs.

In immersion bilingual education the regular curriculum is taught to some extent in the target language, which can also be called Content-Based Foreign Language Teaching. But if the L2 is used less than half the time over the school year, it is not considered immersion, strictly speaking, but rather enrichment (Genesee, cited in Bostwick, 2004). When it is much less than 50%, it is Mainstream with Foreign Language Teaching, as noted earlier among the weak forms. There has not been much research or attention to bilingual education beyond childhood, but Content-Based English as a Foreign Language (EFL) Teaching, for example at Osaka Jogakuin University, can be more or less than 50% in the target language. In response to the

author's question at a public lecture, Fred Genesee answered that Content-Based EFL in higher education could be called "immersion-like."

If a program is called immersion, it may need to be confirmed that the curriculum meets the established criteria. There is a distinction between partial and total immersion, as the proportion of L1 and L2 used tends to change from year to year in the same bilingual school. It is further divided into early immersion when it starts in pre-school, middle immersion when it starts midway through elementary school, and late immersion when it starts around the beginning of junior high school. It is a strict standard compared to most foreign language programs, but many studies have shown that immersion students did not lose any native level ability in L1 but rather gained academic (Bostwick, 2001) and cognitive benefits from effective bilingual education programs.

Maintenance or Heritage Language programs serve the purpose of preserving the ethnic identity, culture and language of minority group members. Immigrant communities in particular have a need to maintain communication channels with first generation immigrants and people in their country of origin. Through bilingual education their children can cope with the majority society without losing their roots. Korean (Cary, 2001) and Chinese schools in Japan are of this type. Since their students are mostly raised in Japan and hence native speakers of Japanese, with English also taught at least through secondary school, many of their graduates are bilingual or multilingual.

Two-Way or Dual Language bilingual education is similar to immersion, but schools try to gather about the same number of minority and majority language students in each class in the program, and usually team teach about half of the curriculum in the native language of the minority and half in the native language of the majority language students. This shows that both languages are equally valued, and students can learn from each other. Two examples are Seigakuin Atlanta International School (n.d.), in English and Japanese, and Vienna Bilingual Schools (Oka, 2003, pp. 51-52), in German and English.

The last strong form among the ten types of bilingual education is called **Mainstream Bilingual**. It includes international schools and the European Schools Movement (Baker, 2006, p. 227). It serves children like majority students or temporary residents

whose native language is an international language such as English. Thus Baker's most recent edition also calls it Bilingual Education in Majority Languages. **"Such schools are in societies where much of the population is already bilingual or multilingual (e.g. Singapore, Luxembourg) or where there are significant numbers of natives or expatriates wanting to become bilingual (e.g. learning through English and Japanese in Japan)" (Baker, 2006, p. 250). "Bilingual education in majority languages means that some curriculum content is learnt through a student's second language. In Europe, this is often called Content and Language Integrated Learning (CLIL)" (p. 251).**

3. Benefits of bilingual education.

- **Students improve their communicative skills.**

The principal aim of the subject of Language (for example, Lengua y literatura española) is developing communicative skills. In a bilingual school, students are developing this competences in two areas:

They are learning two language structures (Grammar, vocabulary, writing and oral competences,..) and two different contexts of communication.

In short, they are learning more abilities, resources and tools in order to be more communicative and they will use that all their lifelong, not only at university or at work, but in their daily life.

- **Students develop their brain foundations.**

Bilinguals increase their capacities because they are using changing two languages every day and switching from one language to another give them more resources, abilities and tools.

Several studies, like the one at the University of Kentucky, prove that bilingual have got better brain foundations. In this study, they found that seniors who have spoken two languages since childhood are faster than single-language speakers at changing from one task to another.

Scientist use the functional magnetic resonance imaging (fMRI) to compare the brain activity of both group. Bilingual seniors were faster at completing the task and expend less energy in the frontal cortex.

- **Students develop a better knowledge of the world and understanding of other cultures.**

Bilingual schools develop the learning of a second language and a second culture, developing empathy-tolerant attitudes through a better understanding of the world.

Students improve their self-esteem and they will be more confident travelling abroad or working with international team.

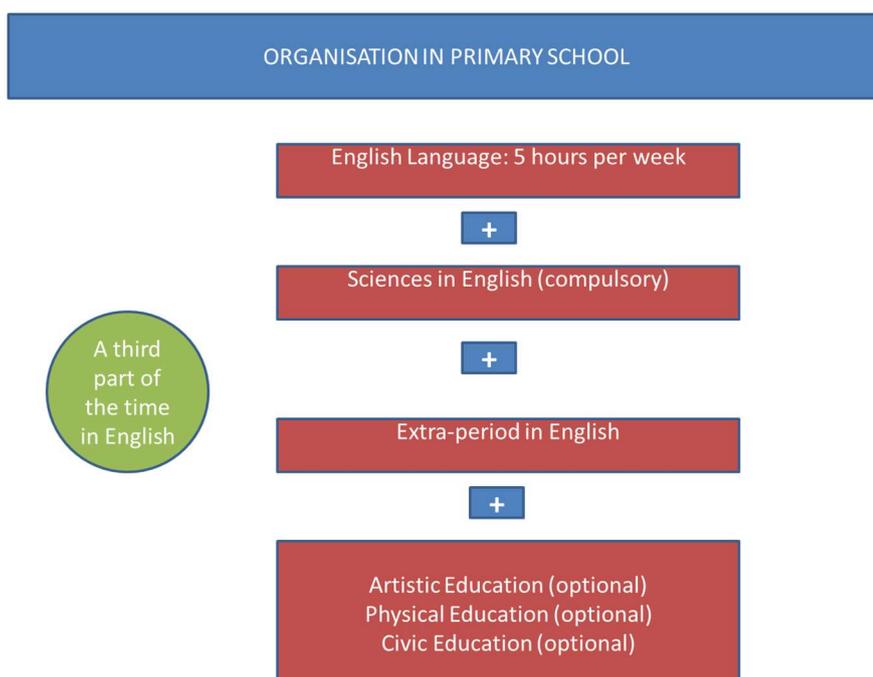
- **School staff improve also their languages level and understanding of other cultures and the center can receive more funding and different federal grant.**

4. Challenges of bilingual education.

- **Lack of fundamental training for teachers** (low level of English, weak knowledge of the bilingual system,..) that can create stress, fear and feeling of being treated unfairly.
- **Lack of resources to children with special educational needs.**
- **Social gap between bilingual and non-bilingual children.**

5. The case of Spain.

5.1.Primary school.



5.2.Secondary school

ORGANISATION IN BILINGUAL SECONDARY PROGRAM

English 5
hours per
week.

IT MUST BE TAUGHT IN SPANISH:

Spanish Language
Maths
Natural Science
Social Science

IT COULD BE TAUGHT IN ENGLISH:

Tutoría + one other subject.

ORGANISATIONS IN BILINGUAL SECTIONS

A third
part of
the time
in English

IT MUST BE TAUGHT IN SPANISH:

Spanish Language
Maths

English 5
hours per
week.
Advanced
level
curriculum

IT MUST BE TAUGHT IN ENGLISH:

1st,2nd,3th ESO: Natural Sciences, Social Sciences,
Geography and History.

+

3th ESO: Biology and Geology.

+

4 ESO: Biology and Geology + other subject.

The advanced level curriculum: Language is taught through literature.

6. Other international education programs.

We are not giving an accurate list of international education programs but a general overview that give students an idea about the type of transnational initiatives that have been developed in the field of education.

6.1 Bilingual Education related programs in the Community of Madrid

Twin Schools

The Twin School Programme is a Project which aims to pair up schools so as to facilitate a mutual understanding of each other's culture and language by both teachers and students, and to establish a lasting rapport between both parties.

The aim of the programme is to improve linguistic competences and to motivate students to learn foreign languages. It also promotes the exchange of teaching materials and methodological approaches (best practices) and ideally leads to a student exchange visit.

Global Classrooms

Global Classrooms is a programme for third-year State Secondary Education students from Madrid's Bilingual State Secondary Schools. It is coordinated by the Regional Ministry of Education in collaboration with the United Nations Association of the United States of America, and also receives the support of the United States Embassy in Madrid, the Spain-US Fulbright Commission, and the British Council in Madrid.

International Public Speaking Competition

This debate tournament involves first-year and fourth-year Secondary students from Madrid's State Bilingual Secondary Schools. Sponsored by the Regional Ministry of Education, and organized by the General Directorate for the Improvement of the Quality of Education in collaboration with the English-Speaking Union Spain Foundation, it was inaugurated the 2013-2014 school year with the participation of 15 State Secondary Schools.

IGGY (International Gateway Gifted Youth)

IGGY is an international website designed by the University of Warwick in collaboration with the Madrid Regional Ministry of Education. From October of 2014 to

January of 2015, 175 students from 9 bilingual State Secondary Schools participated in this programme, which provides a learning resource for gifted students.

Global Cities

Global Cities, Inc., a programme designed by New York based Bloomberg Philanthropies, is responsible for the Global Scholars project. With this project, the Regional Ministry of Education, Youth and Sport, through the General Directorate for the Improvement of the Quality of Education, offers Madrid's state school students the opportunity to participate in a virtual exchange of information and points of view with students from around the world, with whom they can explore a given topic at a personal and global dimension in order to reach shared conclusions

6.2 European programs

Euroscola

The project of Euroscola is done for students aged between 16 to 18 years old from all 28 European Union Members States.

Schools teams take part in a national competition that allows them to know more about the European Union. Winners receive a place to represent their country at the European Parliament in Strasbourg, and a grant to help with travel costs.

The Pestalozzi Programme

The Pestalozzi is the Council of Europe's training and capacity building programme for education professionals.

It offers European Workshops organised in the Member States, Summer Schools organised at the Academy of Bad Wildbad and European Modules for trainer training.

The Erasmus Mundus

This programme aims to enhance the quality of higher education and promote dialogue and understanding between people and cultures through mobility and academic cooperation. Its open to higher education institutions and to any organisation active in the field of higher education and research as well as to students, doctoral candidates, teachers, researchers and university staff (academic and/or administrative) from any part of the world.

6.3 Programs with USA

Visiting teachers in USA and Canada

This program offers U.S. and Canadian school districts the opportunity to recruit highly qualified bilingual teachers from Spain to teach at elementary, middle and high school levels. At the same time it provides students, parents and educators with the opportunity to work with professionals who are native speakers of the target language, bringing a valuable international perspective to American or Canadian classrooms.

The Fulbright Program

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the people of other countries.

Fulbright offers competitive, merit-based grants for Students, Scholars, Teachers, Professionals, and Groups. Grants are available for U.S. citizens to go abroad and for