The development of guidance for school language profiles and student portfolios in international education

Knowledge creation through collaborative planning

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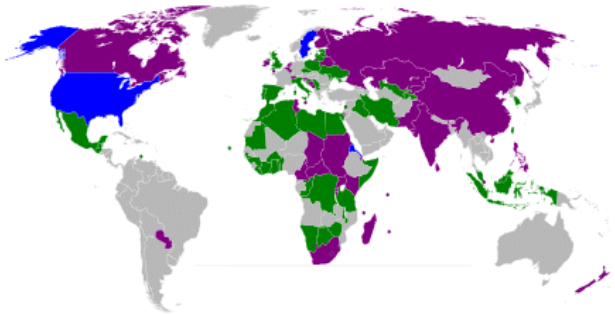
multilingualism is a fact, a right, a resource

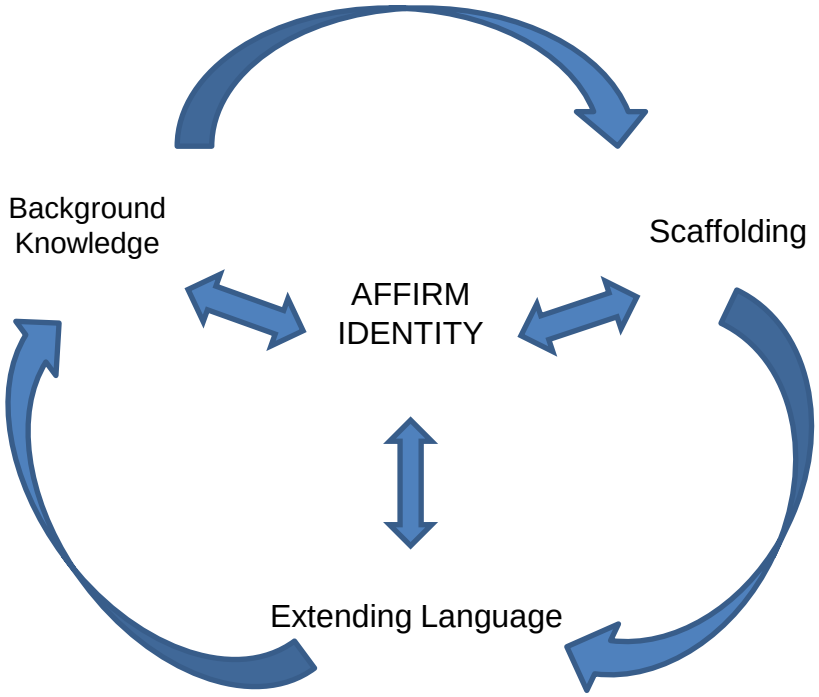
All teachers are language teachers

multilingualism



intercultural understanding

Internationally-minded people value multilingualism



Based on work of Jim Cummins

Language Profiles and Portfolios

How language profiles and portfolios are used in my school

Documentation:

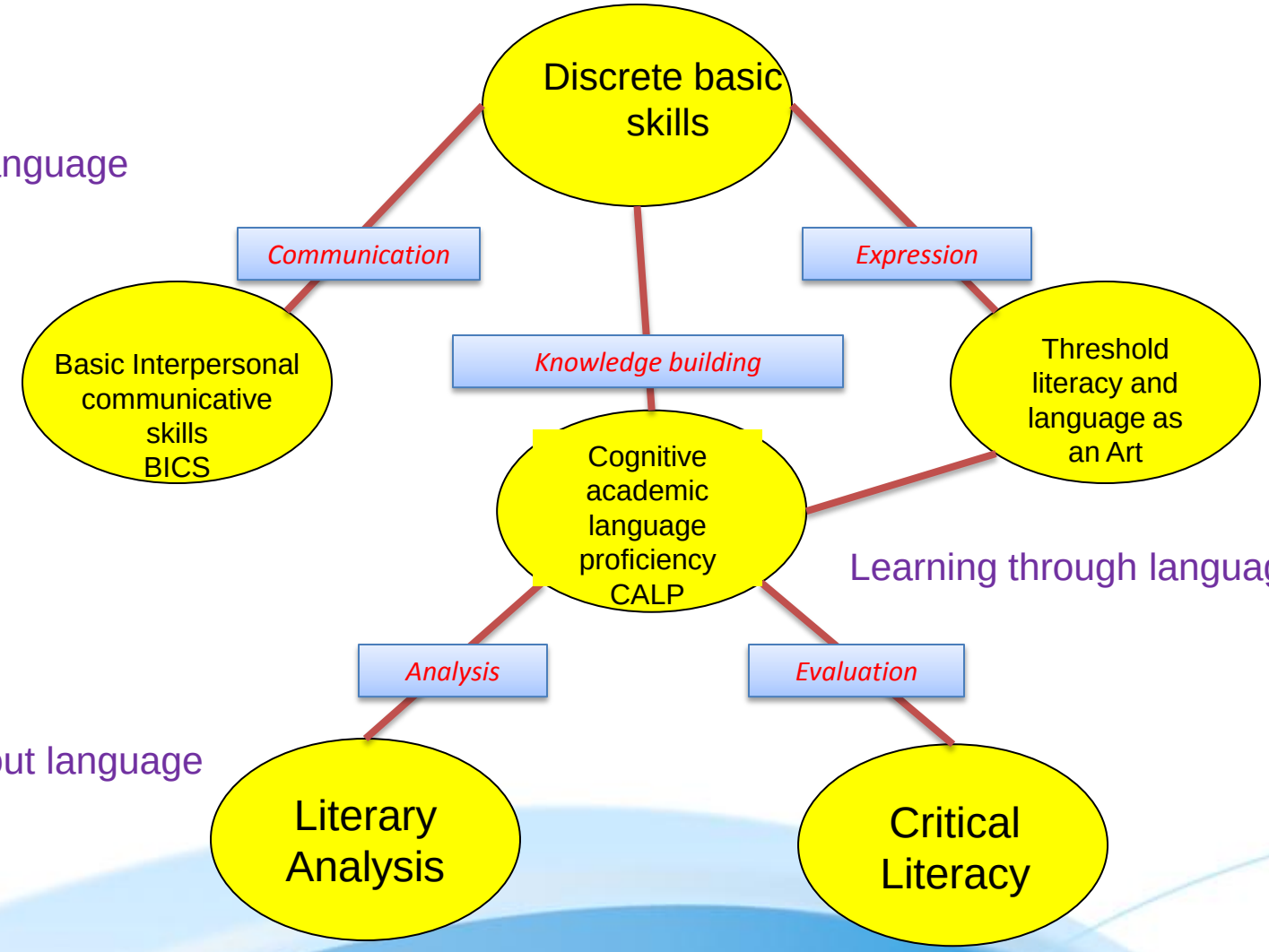
Use:

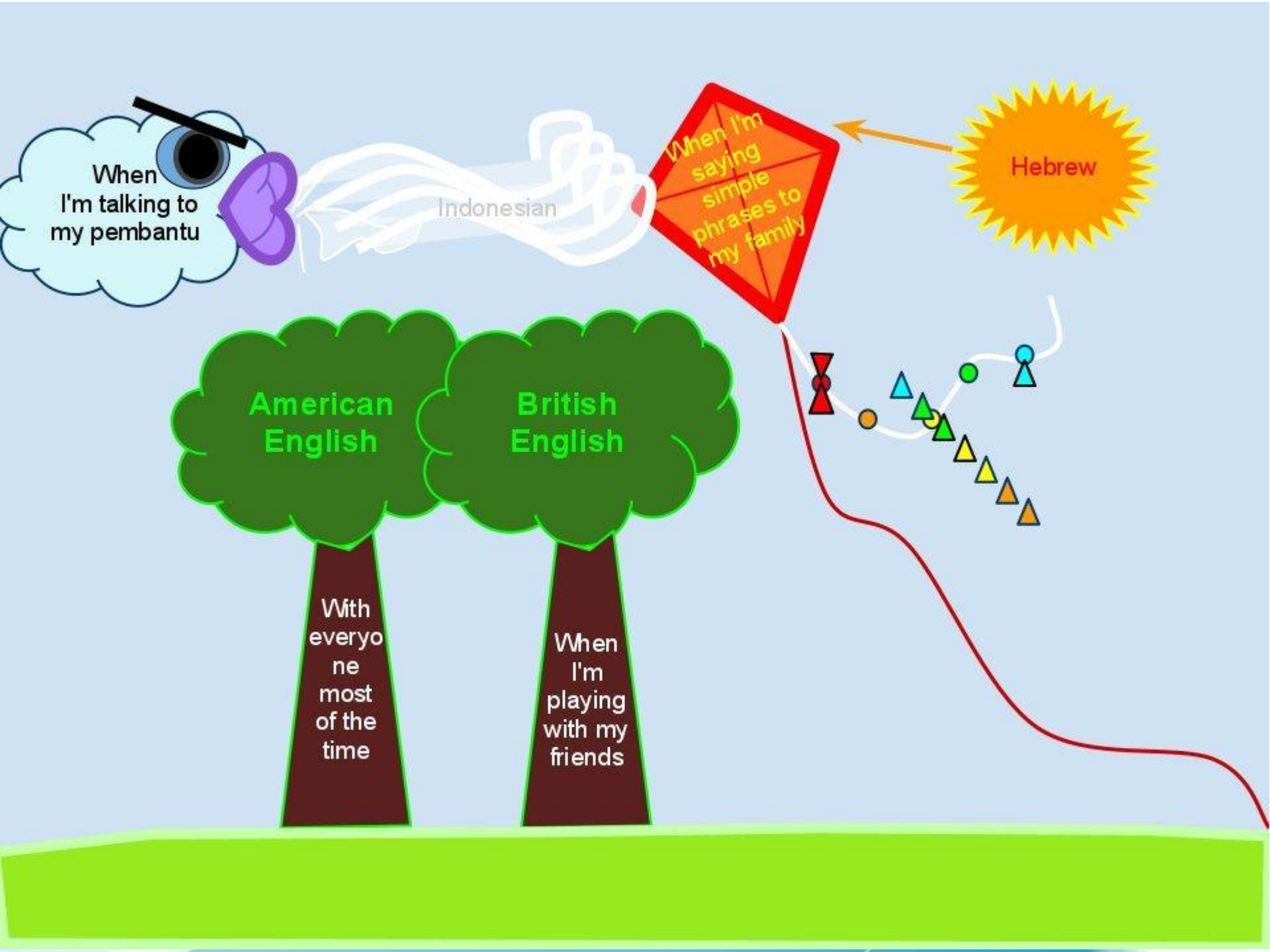
How language profiles and portfolios could be better documented and used in my school

Documentation:

Use:

A continuum of language domains




When I'm talking to my pembantu
Indonesian
When I'm saying simple phrases to my family
Hebrew
American English
British English
With everyone most of the time
When I'm playing with my friends

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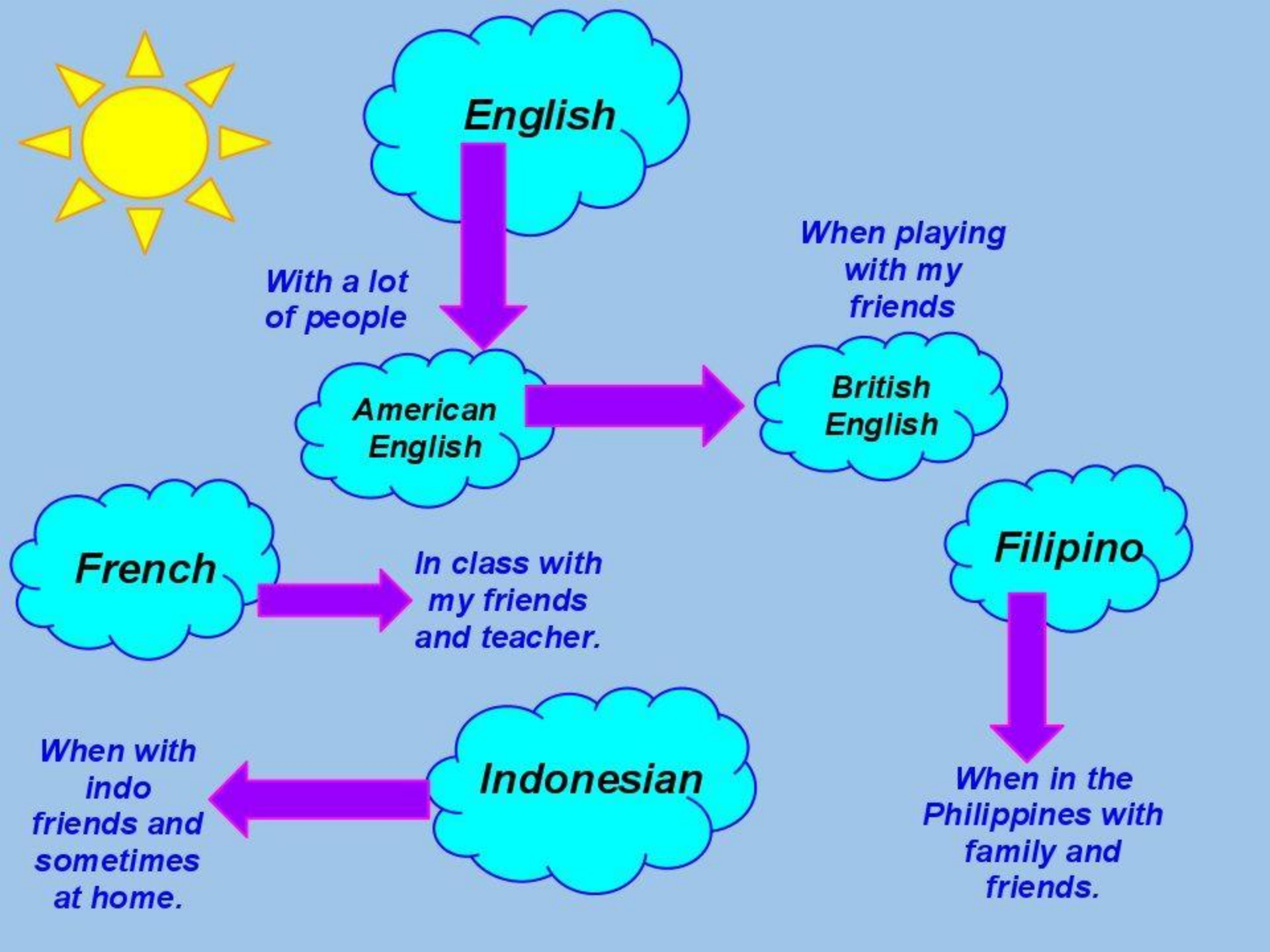

English
With a lot of people
When playing with my friends
American English
British English
French
In class with my friends and teacher.
Filipino
When with indo friends and sometimes at home.
Indonesian
When in the Philippines with family and friends.

Bahasa Indonesian

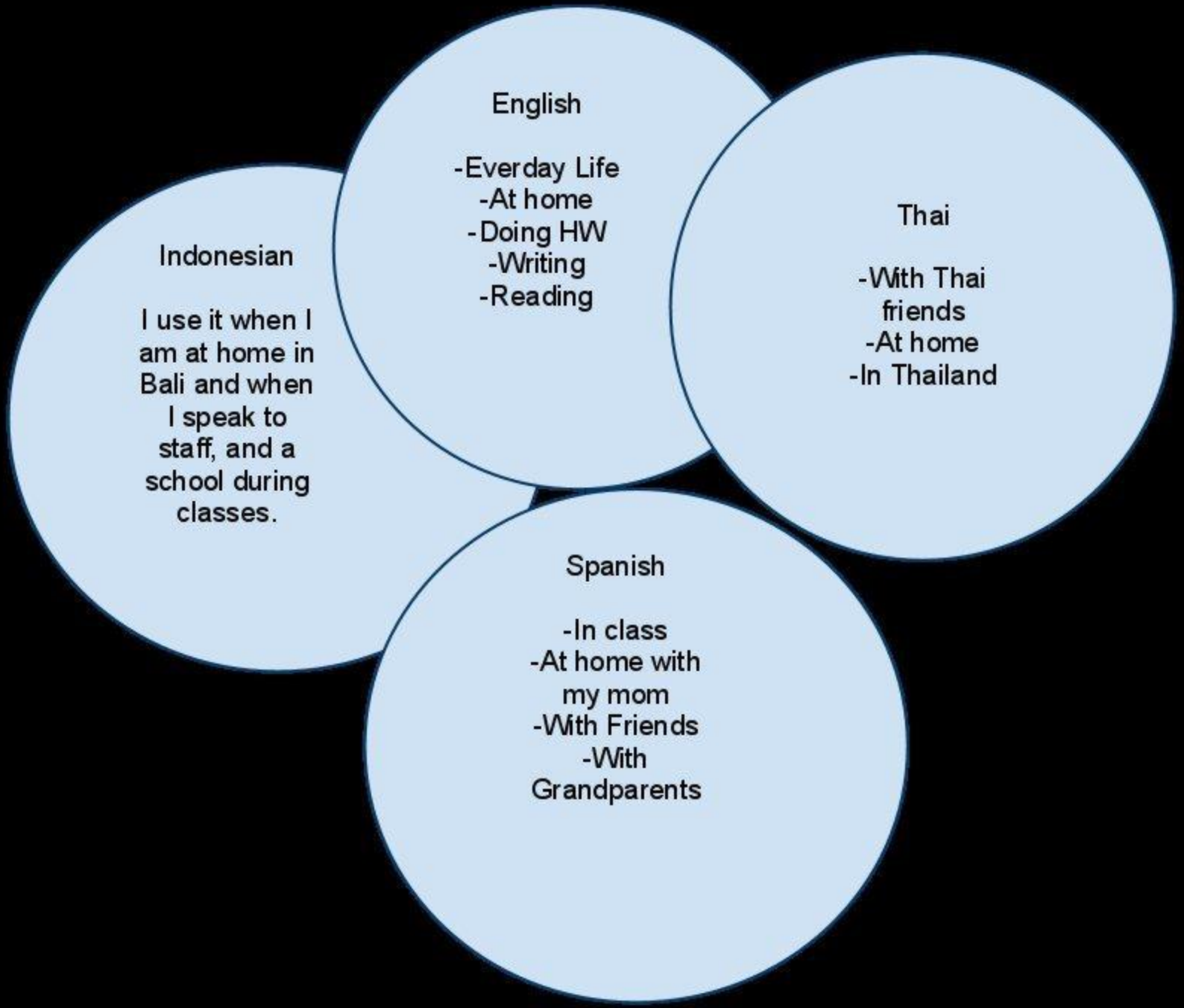
Bahasa Bali

TOK PISIN

Slang

English

Japanese


English
-Everday Life
-At home
-Doing HW
-Writing
-Reading
Thai
-With Thai friends
-At home
-In Thailand
Indonesian
I use it when I am at home in Bali and when I speak to staff, and a school during classes.
Spanish
-In class
-At home with my mom
-With Friends
-With Grandparents

Swiss German/ I can speak but Swiss is a dialect so you can't read or write that is why i have basic skills in reading of german

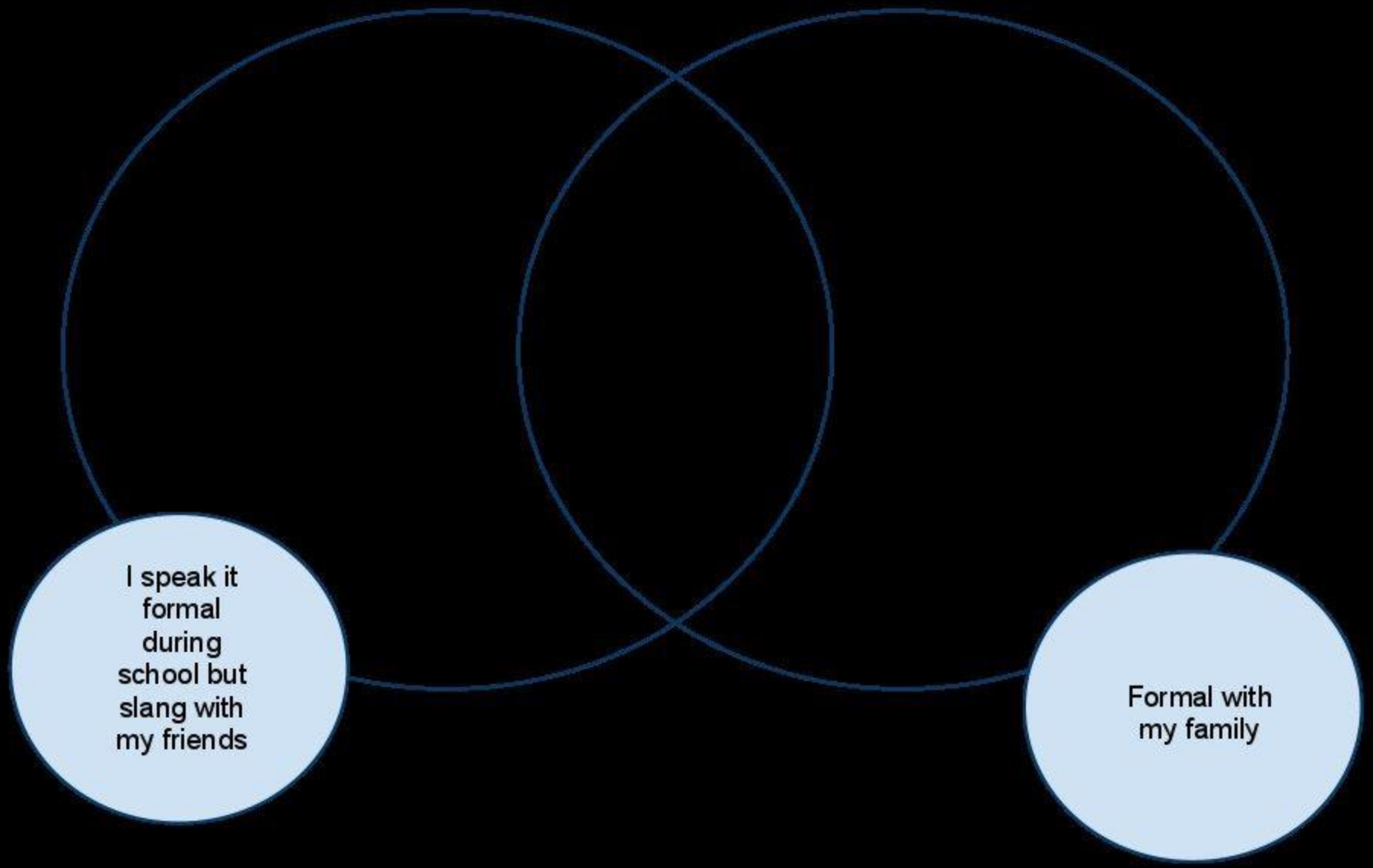
English/ I can read, speak, and write in english. I use it formally and informally as I use it in school, with my friends and my parents

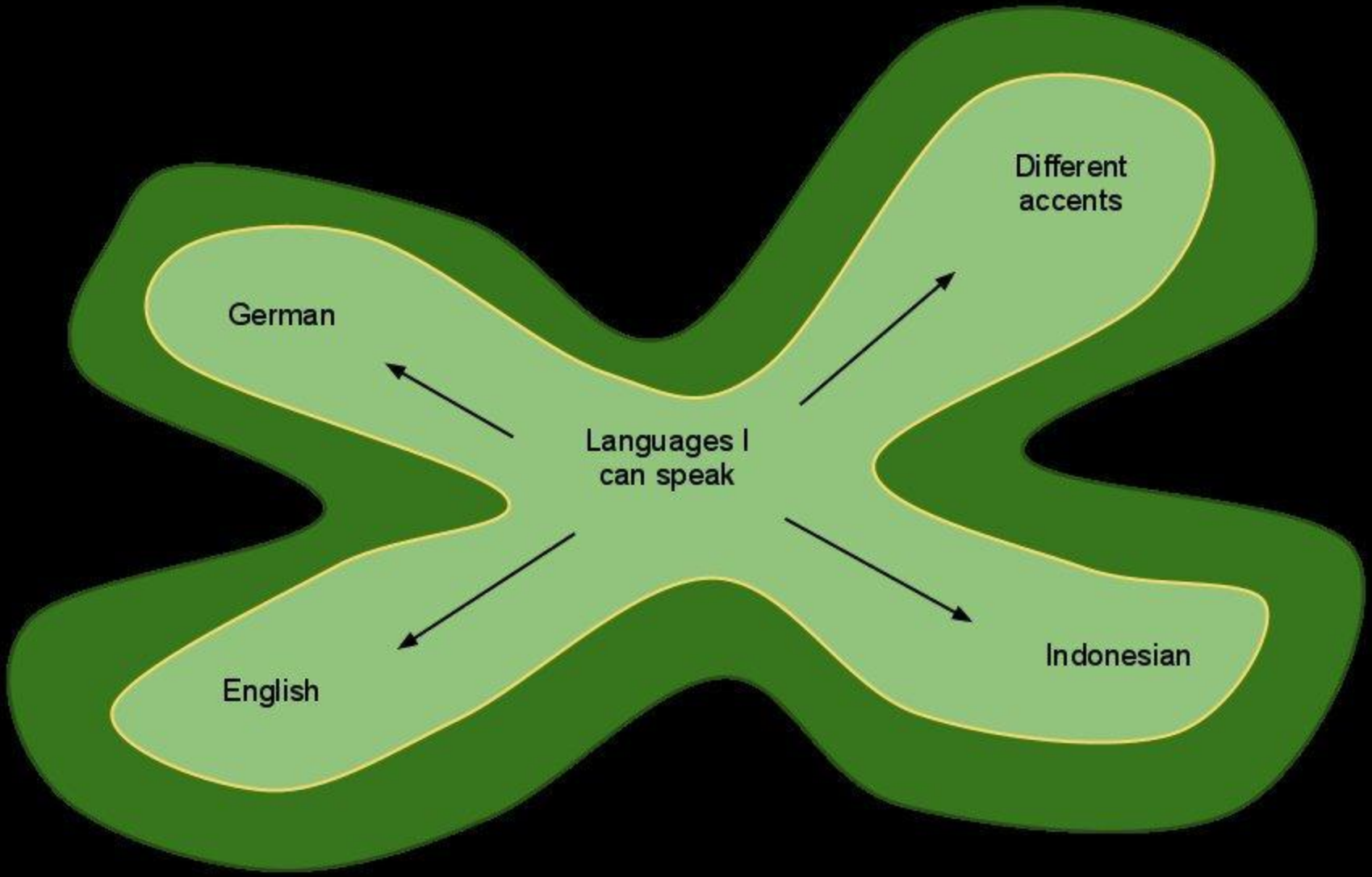
Spanish/ I learned spanish when I was small from listening to my parents and when I grew up I learned more of the grammar and the vocabulary and now I have a pretty good understand of how to speak, read and write. I use it a lot formally but also informally with friends

All/ I can understand all languages pretty well and could hold a small conversation in each of them

Indonesia/ I have a basic understanding of how to speak, read and write indonesian. I practically just use it informally as I use it mostly with my maids

French/ I am only studying french but I do have a basic understanding of speaking, reading and writing. I use it formally only


I speak it formal during school but slang with my friends
Formal with my family


Different accents
German
Languages I can speak
English
Indonesian

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	Language _____	Language _____	Language _____	Others				
Basic skills								Can you recognise the language although not understand complex meanings?
BICS Basic Interpersonal Communication Skills								Can you greet, shop, talk about simple every day activities. Can you understand TV news?
Threshold literacy								Can you read and write simple stories, poetry, newspaper articles?
CALP Cognitive Academic Language Proficiency								Can you read and write (study) any subject such as history, biology, and math?
Literary analysis								Can you read and write about a range of literature in this language?
Critical literacy								Can you critique a diversity of texts in this language, identify bias, and social location?

Reflections

- How did you contribute your knowledge and experiences to the development of ‘the’ school language profile?

- How was knowledge constructed, shared, developed and created individually and collaboratively?

- What were influential factors involved in the knowledge creating process at personal and team levels?

A Community of Knowledge Creators

Unique and diverse backgrounds of individuals

- A representation of stakeholders perspectives
- A range of expertise/ experiences and knowledge
- A shared understanding of IB philosophy (particularly with regard to language and learning)
- A commitment to dialogic knowledge building
- An ability to work in English

	Tacit Knowledge	Explicit Knowledge
Tacit Knowledge	**Socialisation** ▪Negotiating possible components of a school language profile ▪ Discussing emergent issues ▪Seeking clarifications through questioning	**Internalisation** ▪Reflecting on pre-readings and presentations and connecting them to the goals and objectives of the working party ▪Visualising what a good student language profile would look like through good understanding of students ▪Foreseeing how a school-based guidance to promotion of language and learning should be developed through understanding of the IB document and school contexts

	Tacit Knowledge	Explicit Knowledge
Explicit Knowledge	**Externalisation** ▪Listing possible components to be included in a school language profile ▪Explicating the outcomes of day 1 activities and indicating their connections to expected outcomes of day 2 tasks	**Combination** ▪Synthesising connections among the readings and presentations ▪Analysing and indicating differences and similarities between school language profiles ▪Drafting guidelines for developing a school language profile by integrating listed components from each team

Critical Factors Impacting on the Quality of Interactions

- Communication skills e.g. negotiating, presenting
- Mutual trust
- Willingness to share and change
- Confidence
- Shared knowledge of the stance paper and understanding of goals and objectives
- Level of engagement
- Quality of feedback
- Positive ethos
- Role of facilitator
- Personal relationships
- Time and spaces for relationship building
- Abilities to reason, criticise and reflect

Methodology

- A participatory case study **approach**

- **Data collection**: ongoing informal conversation with the participants (face to face, telephone, email); participatory observation during the working party; documentation including emails exchanged with the participants, material prepared for (e.g. background readings), the agenda of, notes taken from the working party, ongoing reflective notes, etc.; brainstorming activities between the authors to capture and explicate the whole process through reflection-on-action

- **Data analysis**: content analysis & narratives

- **Evaluation** of the methodology: peer debriefing; triangulation; ongoing reflection

Thank you! 謝謝

- Q & A

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