

UPPER Good Practice	
Code	MEDE – 7
Name (title) of the good practice:	Celebrating Mother Languages
Country/region	Malta
UPPER Scope: Fields affected (more than one field may be indicated)	<ul style="list-style-type: none"> <input type="checkbox"/> Policy Making <input type="checkbox"/> Teachers Competence Development <input type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> <u>Concrete School Practice</u> <input checked="" type="checkbox"/> <u>Community Building</u> <input type="checkbox"/> Mainstreaming <p><i>Short Description:</i> The entire school population is made up of migrants who are learning Maltese and English for a year before joining mainstream schooling. On International Mother Language Day (21st February), however, students are encouraged to celebrate their linguistic diversity and hence an important part of their cultural heritage. They are thus encouraged to come up with something in their own language.... a song, reciting the national anthem, a small acting performance... anything they feel they would like to share with the rest of the school in their own language.</p>
Full Description	<p>Parents and education officials were invited to attend the concert set up by the Migrant Learners' Unit to remember International Mother Language Day. The day is celebrated by the United Nations on the 21st of February and calls for each one of us to treasure our linguistic and cultural heritage.</p> <p>Over 120 newcomer learners who are currently following the induction course at the Maria Regina Naxxar hub took part in the concert. Learners coming from over 20 different countries (Albania, Belarus, Bulgaria, China, Cyprus, Egypt, Hungary, India, Italy, Libya, Macedonia, Lithuania, Moldova, The Philippines, Portugal & Brazil, Romania, Spain, Serbia, Syria, Turkey and Ukraine) spoke about their country of origin, sang national anthems and popular songs and nursery rhymes in their own mother tongue.</p>
Why is the case interesting?	<p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> 1. <u>Transformative</u> 2. <u>Observable results</u> 3. Methodologically structured 4. <u>Potential for re-contextualisation</u> 5. Beneficiaries consider it a GP

Coordinating institution	Migrant Learners' Unit- Naxxar Hub				
Strategies (more than one strategy may be indicated) Please rank the different strategies in order of importance: 4 max, 1 min)	1 <u>Avoiding segregation</u> (1) 2 Leadership/governance 3 <u>Information on diversity</u> (3) 4 <u>Teacher education on diversity</u> (1) 5 Diversity in teaching workforce 6 Curriculum and pedagogies 7 <u>Multilingual education</u> (4) 8 Interactive, culturally relevant methods 9 <u>School-Society relationship</u> (1) 10 Socially responsible ICT 11 Involving NGOs and Youth organisat. 12 Incentives and reward for GP 13 <u>Social integration</u> (2) 14 Awareness of injustice 15 <u>Promotion of Peace Value</u> (1) 16 Other (please specify)				
Accessibility of data and persons by UPPER Team	<u>Easy</u> – Average -Difficult				
Impact	<u>Short</u> , medium and long term if possible to observe No report available				
Brief description of the context in which the practice was applied	The School provides a one-year induction course in Maltese and English to migrant learners who do not know the languages of schooling. After completing the induction course, students join mainstream classrooms.				
Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)	(1min to 5max)				
Matrix	1	2	3	4	5
Partnership structure					
Methodology					X
Content of training					
Stakeholders involvement					X
Evaluation approach					
Training to practitioners					
Other (please specify)					

Critical aspects in the application of the practice	-
Sustainability elements and recommended use in UPPER	
Contact persons	Dr Marcel Degabriele (Head of school)
Web link(s)	
Filled by [name and partner institution]:	Phyllisienne Vassallo Gauci