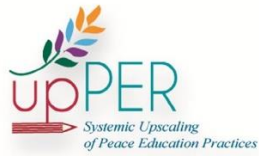


UPPER Good Practice	
<b>Code</b>	MEDE – 6
<b>Name (title) of the good practice:</b>	Language for Integration
<b>Country/region</b>	Malta
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<ul style="list-style-type: none"> <li>■ <b><u>Policy Making</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers Competence Development</li> <li><input type="checkbox"/> Self-Assessment</li> </ul> </li> <li>■ <b><u>Concrete School Practice</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community Building</li> <li><input type="checkbox"/> Mainstreaming</li> </ul> </li> </ul> <p><i>Short Description:</i> This school has a high population of migrant learners and has decided to focus on the importance of learning Maltese for the complete integration of its students (within and outside the school community).</p>
<b>Full Description</b>	The school focuses on the importance of learning Maltese, the national language and one of the two official languages of schooling, for the complete integration of migrant learners. Thus a number of language policies have been adopted. All migrant learners are given extra support during Maltese through a number of lessons slotted in their timetables for Maltese for foreigners. Any communication with parents takes place in Maltese and in English. During assembly the head of school introduces the “kelma tal-ġimgħa” or the “qawl tal-ġimgħa” (word/saying of the week). A series of flash cards have been prepared by teachers to help students learn Maltese. Parents are also encouraged to learn Maltese in collaboration with the Local Council. The Language Policy is also part of the School Development Plan.
<b>Why is the case interesting?</b>	<p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> <li>1. Transformative</li> <li>2. <b><u>Observable results</u></b></li> <li>3. <b><u>Methodologically structured</u></b></li> <li>4. <b><u>Potential for re-contextualisation</u></b></li> <li>5. Beneficiaries consider it a GP</li> </ol>
<b>Coordinating institution</b>	Mellieha Primary School – Maria Regina College
<b>Strategies (more than one strategy may be indicated) Please rank the different</b>	<ol style="list-style-type: none"> <li>1. <b><u>Avoiding segregation (2)</u></b></li> <li>2. Leadership/governance</li> <li>3. Information on diversity</li> <li>4. Teacher education on diversity</li> </ol>

strategies in order of importance: 4 max, 1 min)	5. Diversity in teaching workforce <b>6. Curriculum and pedagogies (1)</b> <b>7. Multilingual education (4)</b> 8. Interactive, culturally relevant methods <b>9. School-Society relationship (1)</b> 10. Socially responsible ICT 11. Involving NGOs and Youth organisat. 12. Incentives and reward for GP <b>13. Social integration (3)</b> 14. Awareness of injustice 15. Promotion of Peace Value 16. Other (please specify)				
<b>Accessibility of data and persons by UPPER Team</b>	<u>Easy</u> – Average -Difficult				
<b>Impact</b>	Short, medium and <b>long term</b> if possible to observe No report available.				
<b>Brief description of the context in which the practice was applied</b>	The school is situated in the northern part of the island and has a high percentage of migrant learners, coming especially from Eastern European countries.				
<b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)</b>	(1min to 5max)				
<b>Matrix</b>	1	2	3	4	5
Partnership structure					X
Methodology					X
Content of training					
Stakeholders involvement					
Evaluation approach					
Training to practitioners					
Other (please specify)					
<b>Critical aspects in the application of the practice</b>					
<b>Sustainability elements and recommended use in UPPER</b>					
<b>Contact persons</b>	Ms Mary Rose Cordina - Head of School				



<b>Web link(s)</b>	<a href="https://melliehaprimary.wordpress.com/">https://melliehaprimary.wordpress.com/</a>
<b>Filled by</b> [name and partner institution]:	Phyllisienne Vassallo Gauci