



## Family Learning Team 'ESOL Family Play' Course Descriptor

'Family Learning ESOL (English for Speakers of Other Languages) programmes are promoted as an important means of bringing about social inclusion. Language skills and cultural diversity can be a barrier and restrict access and influence in educational institutions. ESOL Family learning programmes seek to remove these barriers'.

Education Scotland Review of Family Learning 2016

### Concept

Eight one-hour sessions of basic language learning and play activities with parents/carers and their child/children to promote language development.

### Aim

To engage ESOL parents in the life of the school, build community and encourage play based learning.

### Intended Outcomes

- Parents/carers improve their basic language and play skills.
- Relationships between parents/carers, children and school staff are strengthened, thereby reinforcing family bonds, and building on the home school community relationship.
- Staff develop their skills in facilitating the programme to maximise language learning through play.
- Parents/carers increase their knowledge of further opportunities within the community.

Session Topics	Sample Activities
1. Colours	Parachute games
2. Body Parts 1	Treasure hunt
3. Body Parts 2	Drawing
4. Animals 1	Duck Duck Goose
5. Animals 2	Animal run
6. Fruit & Vegetables	Hot potato
7. Transport	Traffic Lights
8. Numbers, Celebration, What Next?	Snakes & Ladders

### Overview

The programme is primarily an engagement tool. The programme is not a traditional ESOL course as it aims to promote the balance between learning basic English and family play. The eight sessions provide a space for parents and carers to get to know each other and take part in English learning around a relevant theme (30 minutes adults together). The learning is utilised in family play activities (30 minutes adults and children together). Time should be given to bring the children to the parents to maximise the one-hour programme.

Another approach is to have the parents/carers and their children learning English and playing together for one hour. The sessions could be delivered individually or as a whole programme and parents/carers could attend all or some. The pack also contains a suggested format for a 'Coffee Morning' where parents/carers can receive information on the course and enrol.

## **Delivery**

### **Who will participate?**

The sessions are designed for parents/carers with low levels of English and their children (P1-P4). The programme could be targeted at other parents/carers to promote enhanced engagement with the school.

Pupils could become involved in different ways, for example by writing invitations to take part, or being asked to meet and greet, thereby encouraging parents/carers to attend. Some parents/carers may need to bring their pre-school children along so this should be checked beforehand and considered during planning.

### **Who will deliver?**

The sessions would be prepared and delivered by an EAL teacher, where possible, with support from a classroom assistant. A school staff member would need to spend additional time promoting the programme through flyers in school bags, for example, and crucially speaking to parents individually to encourage them to come along. Reminder texts to ESOL learners are also beneficial.

### **When will it be delivered?**

Consideration should be given to the time in the school year. Other Family Learning Programmes have worked well when delivered from 1.30-3pm with parents agreeing on this time as 'It's a good time of day as I can get my jobs done first and be there to pick up my child'. The programme is flexible however, and other options could be considered to fit needs.

### **Where will it be delivered?**

The programme being delivered in school benefits the parents as they should get to know school staff and become more confident in the school setting. However, it could be delivered within a community setting such as the local library or community centre. This would widen options for delivery after school or during holidays and support increased integration. The main requirements are:

- An accessible welcoming space for parents/carers to enjoy discussion and a space large enough for play e.g. a sports hall.
- Wi-Fi, if available.
- Some toys for pre-school children to play with if required.

### **Extension or progression**

It is hoped that parents/carers who attend these workshops feel more confident to take part in the 'life' of the school and therefore attend further family learning opportunities and/or become members of the Parent Council for example. Some parents/carers who have taken part in similar learning have progressed to work with the school to influence how it communicates with families. This has resulted in a more inclusive approach, for example parent/carers have translated the school newsletter into common languages through a podcast. Another model of Family ESOL which could be adopted within the school has parents/carers and their children learning together, this may be around the class topic or showing ways the parent can support learning at home. An ESOL Café could also be developed where parents/carers and /or volunteers whose first language is English are paired with an ESOL learner to chat to each other around an agreed 'theme of the week',

e.g. food, schooling, or Glasgow. This model would allow conversational practice and promote integration within the school community. If you would like to discuss these models further, please contact your Family Learning Officer.

Additionally, there are many different services and providers for ESOL within Glasgow including Glasgow Life and the Family Learning Officer should have local knowledge to refer or signpost on. For further information please see: [www.learnesolglasgow.com](http://www.learnesolglasgow.com)

### **How Good is Our School 4 Links**

The programme has been designed with 'How Good is Our School 4' Quality Indicators being embedded into its planning, implementation and evaluation, in particular:

- **QI 3.2 Raising Attainment and Achievement:** Building stronger home-school links which ultimately improves outcomes for children.
- **QI 2.5 Family Learning:** Creatively engaging with families, and designed in response to identified needs of parents/carers.
- **QI 2.6 Transitions:** Better involving families at key stages.
- **QI 2.7 Partnerships:** Offers opportunity to enable parents and carers to better contribute to school improvement.
- **QI 3.1 Ensuring Wellbeing, Equality and Inclusion:** Offers opportunity to celebrate diversity.

We hope this programme will be one of a range of resources that can be utilised within Glasgow's Improvement Challenge to support achieving equity in educational outcomes for Glasgow's children.