

Family Learning Team Resource Pack

Families Together: ESOL 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.

Topic: 6 x ESOL for Parents/Carers of Primary School children.

Aim: To provide an opportunity for parents/carers with English as a secondary or other language to improve their speaking, writing, reading and listening skills within the context of primary school systems and events.

Intended Outcomes:

- Parents report increased confidence in everyday transactions with their child's school.
- Parents report increased knowledge of school systems and support.
- Parents report increased knowledge of further ESOL opportunities and the support to access them.

Workshop Topic	Key Skills
What do you want to learn? Forming a Group Learning Plan	Speaking, reading, writing and listening
School Communication 1: Who is Who in the School and Talking to your Child's Teacher.	Listening, speaking
School Communication 2: Form Filling Letters and Reports	Reading and writing
School Communication 3: Phoning the Absence Line	Speaking and listening
School Communication 4: Homework Help	Reading, speaking and listening
Further ESOL: What's out there?	Speaking, listening and reading

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Overview:

The six workshops provide a space for parents and carers to get to know each other and take part in active learning around a relevant theme. They 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?

These workshops are designed for parent/carer adult learners, and could be targeted to a particular class or stage of school. A group of around 12 learners works well. The level of ESOL required to take part would be SQA Access 2 (Elementary) or above, which means that learners will already be able to understand, request and provide short, simple spoken and written information in familiar contexts. Any learners with a lower level of English (e.g. ESOL Literacies) would not cope with the level of understanding involved and should be signposted to other provision.

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. Children of parents attending could also be invited to see the work their parents have taken part in, and could support the tutor with some of the activities where knowledge of the school is required. The adult learners could even be supported to present the work they have taken part in during a school assembly. Some parents/carers may need to bring their pre-school children along so this should be checked beforehand and considered during planning. Other models of Family ESOL have parents/carers and their children learning together, this may be around the class topic or showing ways the parent can support learning at home.

Who will deliver?

Workshops would be prepared and delivered by a qualified and experienced ESOL Tutor. A member of school staff to support the tutor would be essential so that information specific to each school is available, and any questions or issues can be followed up. A school staff member or Family Learning Officer would need to spend additional time promoting the programme through flyers and crucially speaking to parents individually to encourage them 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, e.g. the workshop on Parents Evenings should take place as appointment letters are sent home. Each workshop lasts 1.5 hours, anything longer may provide a barrier for those parents/carers who also have to manage nursery drop off/pick up.

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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, 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.

Main requirements are:

- An accessible welcoming space for parents/carers to enjoy discussion and active learning.
- 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 parents/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 tutor and/or Family Learning Officer should have local knowledge to refer or signpost on. For further information please see:

www.learnesolglasgow.com

<http://www.glasgowlife.org.uk/communities/adults/learning/esol/Pages/default.aspx>

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National Strategy Links

Scotland's ESOL Strategy 2015–2020 cites Family ESOL as 'having an important early intervention approach to supporting families, particularly at key transition points for children such as moving from nursery to school. This interventionist approach reflects the work being taken forward through the Early Years Collaborative (2012)'.

'Skills for Scotland' and 'An Adult Literacy and Numeracy Framework for Scotland' both cite ESOL for Adults as important in that it 'supports people whose first language is not English to become active citizens'. The Adult Literacy and Numeracy Framework for Scotland ensures Curriculum for Excellence links by matching its outcomes with the Scottish Qualifications Framework, for example the level of achievement at the fourth level of C for E is designed to approximate SCQF level 4 for adults.

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.