

July 2011

TRAM NEWSLETTER



Transitions and Multilingualism



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Education and Culture DG

Lifelong Learning Programme

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1. Editorial

In October 2009 eight partners from Germany, Romania, Latvia, Sweden and the Netherlands representing parent associations, universities, research institutes and inspecting authorities have established the project TRAM – Transitions and multilingualism that will run until September 2012.

As the project title implies TRAM focuses on two major topics: transitions of children from preschool to school and the multilingual background of these children. The core of the project is the development of a teacher training curriculum for Continuous Professional Development (CPD). More details about the project have been presented in the first newsletter and are available on the project website www.tram-project.eu.

The TRAM Consortium is pleased to announce the third issue of the TRAM newsletter. The special focus of this third issue is on the draft modules of the in-service training for teachers and their international piloting.

The next issue of the TRAM Newsletter will be published in winter 2011 focusing on the final curriculum for teachers.

If you would like to subscribe to the TRAM Newsletter, please register by sending an email to the following email address: info@tram-project.eu. Please forward any comments or suggestions regarding the TRAM Newsletter to the same email address.

For further information please visit our website www.tram-project.eu.



Dr. Renate Heinisch

2. Upcoming Events

4th till 7th October 2011:

National piloting of the modules of the TRAM project at Pädagogische Hochschule Ludwigsburg, Germany.

3rd till 5th November 2011:

5th Steering Group Meeting of TRAM project at Utrecht institute of Linguistics, the Netherlands.

25th till 29th June 2012:

Comenius Course TRAM in Germany.

29th June 2012:

Final conference of TRAM project in Munich, Germany.

3. Steering Group Meeting in Stockholm

The fourth meeting of the steering group of TRAM project took place in Stockholm organised by Agneta Wallander and Inge Johansson, both Barn- och ungdomsvetenskapliga institutionen, University of Stockholm.

The meeting started with a study visit to the preschool institution Förskolan Trollskogen, and the primary school Hyllingeskolan (<http://www.hyllingeskolan.stockholm.se>).

These pilot institutions are situated in a poor neighborhoods with a very high share of people with migration background. The head master of the preschool, Pia Andersson, and the headmaster of the school, Daniel Broman, presented the general situation of the institutions. After this very interesting and inspiring study visits the group worked intensely for two days. The partners agreed for all modules on the following structure:

- Starting each module with aims/learning outcomes
- Alternating theory/materials and exercises
- References
- Recommended reading

Each team of authors presented their module in plenum followed by discussion. In the course of the discussion the order and some titles of the modules have been changed:

Module 1: Bilingual Language Acquisition
 Module 2: Diversity
 Module 3: Transitions

Module 4: Handling of plurilingualism in kindergarten and primary schools

Module 5: Parents participation/educational partnerships with plurilingual parents

Module 6: The role of educational institutions

Module 7: Pedagogic professionalism of dealing with plurilingual children

In all countries the partners plan to use the material in national teacher training.



For this purpose the partners will have to adopt the material to the national situation. Not everything might be relevant on national level.

The fine planning of the work packages has been important to clarify the implementation of the upcoming international piloting of the draft modules in Sibiu at the end of May 2011.

The date for the final conference of the project TRAM has been fixed for the 29th of June 2012 in Munich.

4. Transnational Piloting of draft modules

On the basis of the country reports (needs analysis) and review of actual scientific research the partners developed seven modules until March 2011 that have been presented during the Steering Group Meeting in Stockholm. For the validation of the teaching material the partner “Lucian Blaga” University Sibiu organised a transnational piloting from 25th till 29th of May 2011. Each partner invited two early childhood teachers from the pilot institutions to participate in the piloting in Romania. Due to the eruption of the volcano Grimsvötn, Riita from Sweden could not participate. Severe health problems prevented Ilona from Latvia to join the piloting group in Sibiu. Finally, 8 early childhood teachers from NL, DE, SE, LV and RO attended the piloting course.

The first module “Bilingual Language Acquisition” was taught by Dr. Sergio Baauw, from the Utrecht Institute of Linguistics, the Netherlands as a mixture of theoretical inputs and some films. The module 2 “Diversity” (Agneta Wallander, Barn- och ungdomsvetenskapliga institutionen, Stockholm, Sweden) and Module 3 “Transitions” (Wilfried Griebel, Staatsinstitut für Frühpädagogik, Germany) revealed both theoretical and practical approaches through the information and the exercises and the discussions. Dr. Emmanuelle LePichon Vorstman, Utrecht institute of Linguistics, the Netherlands presented the module 4 “Handling of plurilingualism in kindergarten and primary schools” and Dr. Raluca Sassu, “Lucian Blaga” University in Sibiu presented module 5 “Parents participation/educational partnerships with plurilingual parents”. Module 6 “The role of educational institutions” (Prof. Edeltraud Röbe, Pädagogische Hochschule Ludwigsburg, Germany) and module 7 “Pedagogic

professionalism of dealing with plurilingual children” (Dr. Anja Seiffert, Pädagogische Hochschule Ludwigsburg, Germany) closed the piloting course in a very informative way.



The general school inspectorate Sibiu evaluated the piloting session making use of course diaries which the participants completed each evening after the course. The diaries included feedback on the usability of the modules, methods/didactics and other aspects as the atmosphere during the training sessions. Most of the participants were rather well acquainted with the topics “transitions” and “multilingualism”. However, they reported that the training course widened their awareness for difficulties of children and families in transition situations and the need for more competent support of both, children and their families. The participants wished to learn more about some topics, in particular multilingualism. Moreover they asked for more time for reflexion about the course content.

On Sunday morning, the lecturers met each other at the university to decide about the next steps. They agreed on common points e.g. draft of the modules should be finished until 30th of September 2011.

5. Publications 2011

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The partners of the TRAM project have been very successful in publishing about the topics of the project so far in 2011.

Prof. Edeltraud Röbe and Dr. Anja Seiffert, both Pädagogische Hochschule Ludwigsburg, Germany, have published articles about the TRAM project recently:

- Röbe, R. / Seiffert, A.: *Transition transnational. Ein EU-Projekt zur Übergangsbegleitung*. In: Bellenberg, G. / Höhmann, K. / Röbe, E. (Hrsg.): *Übergänge. Friedrich Jahresheft XXIX. Seelze: Friedrich, S. 106-107*.
- Seiffert, A. / Kieferle, C.: *Mehrsprachigkeit im Übergang vom Elementar- zum Primarbereich: Das europäische Projekt „Transitions and Multilingualism“*.

Wilfried Griebel, Staatsinstitut für Frühpädagogik, Germany has finalised this year the following publications with reference to the TRAM project:

- Griebel, W. (2011): *Transitions-theorien - auf dem Weg zum Verständnis von Bildungsübergängen*. In: *Landesorganisation der freien Träger in der Erwachsenenbildung Thüringen e.V. (Hrsg.): ...und jetzt beginnt der Ernst des Lebens? Beiträge zur Übergangsthematik Kindertagesstätte – Grundschule (S. 36 – 47). Erfurt: LOFT*.
- Griebel, W. (2011): *Der Übergang von der Kindertagesstätte in die Grundschule. Eine Angelegenheit der ganzen Familie*. In: *Frühe Kindheit*.



In 2011 Wilfried Griebel and Christa Kieferle published:

- Griebel, W. / Kieferle C.: *Multilingualism, socio-cultural diversity and age-mix as characteristics of heterogeneous groups of learners*. In: *Romanian Journal of psychology, psychotherapy and educational science. Vol. 2 (2011)*.
- Griebel, W. / Kieferle C.: *Parents in their first child's transition to elementary school*. In: *Kienig, A. (Ed.) Transition to school – an international perspective. London: Sage 2011*.

Wilfried Griebel, Renate Niesel and Raluca Sassu wrote the article *Fostering Transitions and Resiliency in Education of children with linguistic-cultural minority status* to the documentation volume of the congress “*Modern Research In Psychology: Trends and Prospects Sibiu, 03rd-05th June 2011*” (in press).