



## AULA D'ACOLLIDA RECEPTION CLASSROOM

# RECEPTION CLASSROOM

## Section 1: Presentation

*Good reception, good integration and the guarantee that everybody should have the same possibilities and opportunities, are elements that should help to shape a cohesive, inclusive, plural, respectful, open-world Catalan society that is rooted in one's own cultural reality.*

*Plan for Language and social cohesion.*

(The information is extracted from the Department of Education)

### 1.1. Introduction.

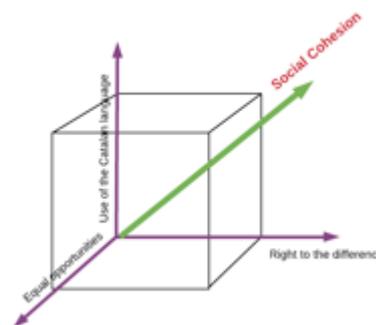
The Department of Education of the Generalitat de Catalunya throughout the 2003-04 academic year generalized the reception classrooms in all primary and secondary schools. The newcomer students who joined our educational system and who did not know the language, had a space where they could acquire the language of the school, Catalan. This arrival of students in 2005-06 was very fast and with a distribution that included everywhere of Catalonia. There are currently students from more than 150 states.

The LIC Plan is divided into three axes that, closely related, affect especially our educational system: the growing incorporation of students from immigration, the emergence of new causes of social exclusion and insufficient normalization of the Catalan language. Three elements that make up the space where we need to move forward to build social cohesion:

- Promote the social and scholarly inclusion of all students, avoiding any type of marginalization, guaranteeing equity and creating the conditions that make possible the equality of opportunities and possibilities, through access to quality education.
- Consolidate the Catalan language as a vehicular language in schools and as a cornerstone of a multilingual project, adapting methodologies, strategies and didactic resources to the increasing linguistic and cultural diversity of students.
- Develop awareness of equality in dignity for all people as a precondition for knowledge and respect for cultural differences, promoting the culture of dialogue and coexistence in an intercultural framework.

All these principles, included in the LIC Plan, are defined in three lines of action, which want to respond to the challenges exposed:

- *Reception Classroom* to provide quality care to the needs of the newly arrived students, in the emotional, curricular and learning aspects of the school language.



- Cozy educational center, that is coherent in the linguistic uses. It raises an intercultural education and works to achieve the academic success of all the students. Welcoming of the newly arrived pupils should make us rethink the reception that is made to everyone who arrives at centre watching, especially, for the emotional aspects.
- Educational plans for the environment, which have been defined as an open initiative and educational cooperation that wants to provide an integrated and community-based response to the educational needs of children and young people, coordinating and stimulating the educational action of another area beyond the school environment, in which the various public administrations and the cultural, sports, leisure activities ... of the environment take part.

It is within the framework of this integrative educational and school model, based on coexistence and respect for diversity, that reception classrooms have been put into operation as a strategy for the reception of student's newcomers to Catalan educational centers.

The classrooms are open, flexible and dynamic spaces. Therefore, "a reception classroom" is a resource and an organizational strategy to assist newly arrived students so that they feel welcomed, heard and valued while providing basic tools to advance in their teaching-learning process. The ordinary classroom is the reference space of these students, their "group of classmates", "their class". The ordinary classroom is the reference space of these students, while the reception classroom wants to guarantee emotional reception and accelerate the learning of the vehicular language of teaching.

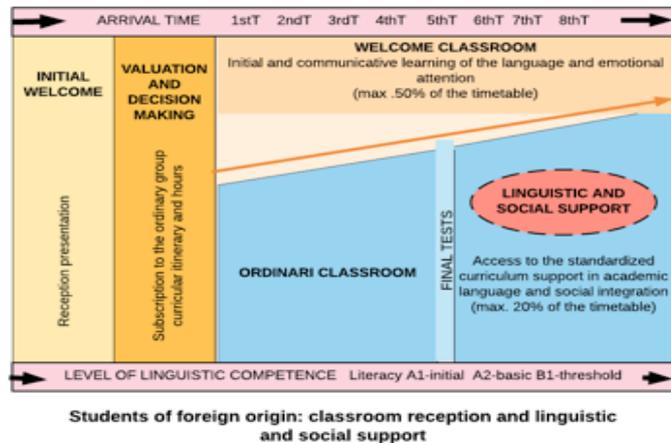


A model of "open classrooms" has been adopted, unlike other proposals based on "closed classrooms" where the newly arrived students follow a specific curriculum and learn the language of the school apart of the ordinary classroom.

## 1.2. Organization

### ➤ Center

The process of integration of newly arrived students to the center falls to both the reference class group and the reception classroom. The student must attend with their class group in areas that require less linguistic competence, such as physical, visual and plastic education or those areas where ICTs are used systematically. In this way, common spaces of socialization are guaranteed from the first moment of incorporation of students newly arrived at the centers.



The reception classroom represents for the educational center the allocation of resources that are specified in:

- Teaching staff (host tutor)
- Computer provision with software suitable for these students
- Financial support for the acquisition of material
- Specific training for all professionals involved in the reception of newly arrived students
- Advice on the part of advisors in Language, Interculturality and Social Cohesion

### ➤ Reception Classroom



A reception classroom must have the following characteristics:

- Open in order to facilitate interaction with the rest of the students in an inclusive education context.
- Flexible to respond to the needs of learning and reception of students according to their needs
- Dynamics is another part of the educational action of the center and, it must be part of the processes of pedagogical reflection.

The recipients of the reception classroom are students who have arrived in Catalonia in the last two years (24 months) from a migration process and who need a specific curricular adaptation and have no knowledge of the language of the school.

The number of students that have to attend in a reception classroom simultaneously must be reduced. This number may vary depending on the characteristics of the students: the level of prior enrolment, the proximity or not to the Catalan language, their degree of maturity and their progress in the learning process. It is not advisable that the number exceeds that of 12 students at a time. These students can attend up to 12 hours per week. And as this student advances in their conversational uses of the language of the school, the number of hours of attendance in the reception classroom is reduced.

The length of stay of a student in the reception classroom is limited (it is recommended not to exceed 2 years) since it is a temporary resource and will always depend on their personal characteristics. Therefore, each center must plan the organizational and methodological strategies that best adapt to its reality.

Reception classrooms should be understood as a resource in educational centers. In the Catalan educational system, in most cases the provision of teaching staff associated with the reception classroom is assumed by the Department of Education itself, assigning the necessary staff - a half-day or a whole day-of specialist teacher in learning the vehicular language.

When the Department of Education does not prioritize the increase of the staff of the school, it is the same educational center that reorganises the own resources of the teaching staff in order to be able to offer the reception classroom, if deemed necessary. In these cases, it is the head teacher who reassigns the tasks of the teachers to be able to allocate a teacher specialized in learning the language in the classroom. Depending on the needs and resources, the school can create a reception room that works two, three, four or all the teaching hours of the day. The essential thing to keep in mind is that students can attend, if possible, every day.

Finally, the centers that do not have human resources to implement a RECEPTION CLASSROOM can always use the strategies and materials that have been created, in the framework of the LIC PLAN, to attend the newcomer students in the ordinary classroom.

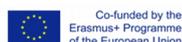
### 1.3. Methodology

The methodology of the reception classroom must take into account the organization of learning in a globalized way, the existence of functional activities, the promotion of cooperative work and the establishment of positive personal relationships.

The organizational characteristics of the host classroom and the progress of their students in a second language (or third in many cases) involve a specific educational practice, which should be based on the strongest aspects of the accumulated educational practice in Catalonia in the language immersion program.

It must be kept in mind that it is a slow, gradual and full-time process, so teacher's discourse, their form of expression, must always seek to adapt to the communicative skills of their students: it implies a highly contextualized speech, activities in the form of tasks, methodological proposals based on the centers of interest, in the corners or in the projects, more individualized interpersonal relationships ... In short, the result is that students and teachers negotiate permanently what is done and what is said in the classroom, so that the negotiation of meanings - a key element of student progress - vertebrate all school activity.

Finally, it should be emphasized that the work of the oral language is fundamental, since most of the newcomer students (except for those who live in sociolinguistic contexts where the social presence of the Catalan language is very high) has no contact with the language of the educational centre, his family or his social environment. Therefore, in the first moments of incorporation into our educational system, the oral language that is at the base of the linguistic development necessary to address the linguistic specificity involved in teaching and learning activities must prevail.



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To organize the different activities in the reception classroom, they organize around educational units that are part of everyday life such as:

- Class
- School
- Body
- Clothes
- House
- Transport
- Stores
- Animals
- Food
- ...

## Section 2: Resources

Example:

To implement this good practice, you will need:

- [Differentiated instruction for English language learners](#)
- [Elisabeth coelho.](#)
- [Interactive Vocabulary Strategies That Boost Student Learning and Achievement, Grades 6-12](#)
- [Linguistic and social support](#)
- [Notebooks: linguistic and social support in multilingual classrooms](#)
- [Alumnat nouvingut \( xtec\)](#)
- [Pla per la Llengua, Interculturalitat i Cohesió Social](#)
- [Caixa d'eines 4. L'acollida](#)
- [Materiales i actividades para las aulas de acogida](#)
- [Consell assessor de la llengua a l'escola](#)

## Section 3: Duration

This good practice should be implemented for the entire school year.

## Section 4: Expected results

By implementing this good practice, you will:

The reception classroom is a resource, an organizational and methodological strategy to attend the newcomer students when it reaches the educational system in Catalonia. It has a dual purpose: first of all, that the student feels well attended and valued in the emotional aspects and, secondly, that he has the basic tools to start, as soon as possible and in the best conditions, the its teaching-learning process in the educational system in Catalonia.

The basic objectives focus on the development of conversational skills in order to interact with the school.

### Language

- Start the students in the knowledge of the language (A1 and A2 of the Common European Framework of Reference for Languages).
- Start the students, if necessary, in reading and writing.
- Acquire the basic vocabulary and structures of conversation that make possible the relationship and communication within the school environment.
- Acquire the vocabulary and the specific structures of the different curricular areas when necessary.

### Personal and emotional

- Facilitate the integration of students in the operation and organization of the school and the classroom.
- Promote the relationship and communication between the students in order to facilitate the adaptation process.
- Understand the culture and traditions of the host country and respect and value those of the students.

## Section 5: Evaluation

**How can we adapt this good practice to our context?**

1	2
<b>You can prepare a teaching unit with a new theme</b>	<b>You can organize a reception classroom in a center</b>

To do this activity you have to make a step with the option you have chosen and the points that you want to include.