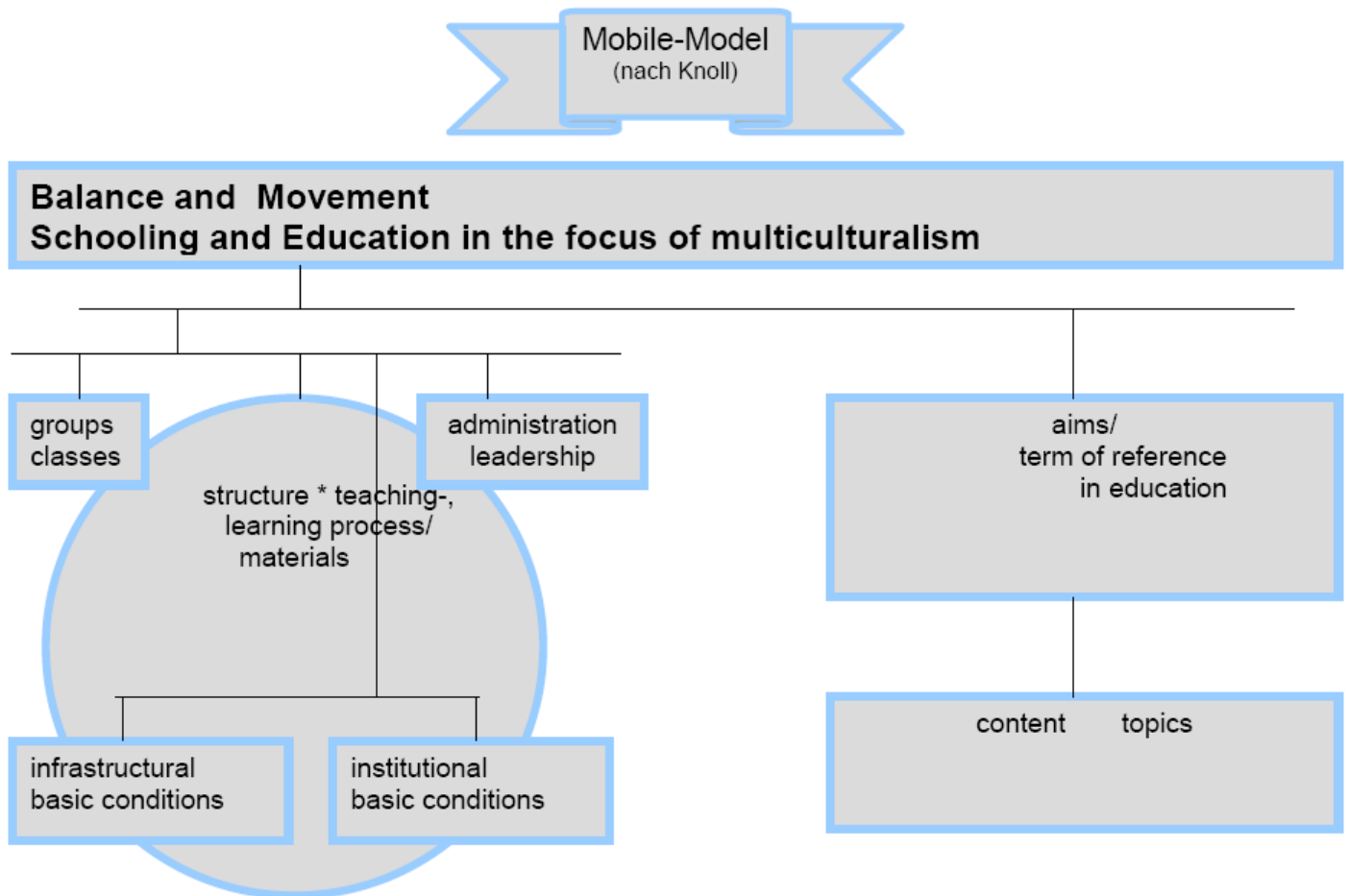


**Interculturality How does your school deal with multiculturalism?
A proposal to explore the situation at your own school**

The following key questions are regarded as provisional matters. Questions can be added or left aside. The questions are concentrating on the MOBILE Model of Knoll.



Infrastructural conditions

- Is the school situated in a quarter where a lot of different ethnic groups live?
- Are there any offers to help them with the acquisition of language?
- Is there a preparatory course at your school?
- Do students get support for doing their homework at your school?
- Are there offers for support in the acquisition of language in cross-aged courses?
- Is there a special tutor for pupils and students with another ethnic background?
- Is there the possibility at your school to enlist interpreters for different languages?

Learning and studying

- How do you consider the role of language learning (others than mother tongues) in the particular school subjects?

- Are there any profiles or concepts to strengthen the mother-tongue competences of the students?
- How do you deal with the multilingualism of your students? How do you take into account the importance of the mother tongue languages of your students?
- How do you support bilingual learning and studying?

Living together

- What are the agreements of your school to build up relationships to ethnically diverse parents and students? Are there written guidelines?
- What pedagogical methods are used to solve intercultural conflicts?
- How does your school help students to handle problems and critical incidents?
- How is your school able to take into account the specific circumstances of the diverse lives of its students/parents and the different contexts they are living in?

Cooperation with parents and external partners

- How does your school meet the shared requirements of education together with the students' parents?
- How can parents and external partners participate in developing and realising the school curriculum?
- How is extracurricular youth work integrated in lessons/ at school life?

Institutional conditions

- Is there any cooperation with extracurricular partners concerning the support of children with another ethnic background (e.g. community centres)?
- Is there a school social worker who has also another cultural background or a person who has also experiences in multicultural contexts?
- Cooperation with parents with another ethnic background
 - Do you use the competences of these parents?
 - Are there any language or alphabetisation courses for parents?
 - Are there any facilities for parents to get advice?
 - How can parents participate in matters of the school or lesson?

Teaching staff

- Is the intercultural topic part of your school curriculum?
- Is there an overall concept for intercultural learning in your school?
- Are there any special plans of support for students from other ethnic groups?
- What do teachers think is important for the cooperation with parents from another ethnic background?

Group/ class

- How many children or teenagers with another ethnic background do you have in your class?
- Does the multicultural background of your class have any influence on your teaching?

Structure/ teaching and learning process/ materials

- Are there any diagnostic tools for language testing at your school?
- Are there any training courses for language support?

- Are there any materials to enable you to differentiate the process of language acquisition?
- Are there lessons in „German as second language“?
- Are there plans for language support which are known to all teachers at school?