



City of Oslo
Education Agency

Welc**O**me
to newcomers and their
families

SPR**V**KSENTERET
Intensive Norwegian Language Learning in Oslo Schools



Språksenteret – Centre for Intensive Norwegian Language Learning in Oslo Schools

The Education Authority of Oslo launched a new scheme in August 2014, named Språksenteret – Centre for Intensive Norwegian Language Learning. The objective of the centre is to develop new concepts for modern, intensive Norwegian language learning in Oslo's schools. Initially, the service is aimed at newcomers in school years 5 to 10, who already have a good standard of education.

The centre's task is, as quickly as possible, to give newly arrived pupils the Norwegian language skills they will need to participate in classes and successfully follow ordinary lessons at their local school.

To a greater extent than before, the project will:

- Enable teaching methods to be differentiated according to the newcomers' age, proficiency and educational background.
- Increase the quality of the various services offered, through competence and understanding of pupils' development and progression.
- Provide a stronger focus on the curriculum.
- Faster integration with Norwegian-speaking pupils – linguistically, scholastically and socially.

Språksenteret's services

- The centre assesses newcomers from school years 5 to 10, who require adapted educational provision. The assessment includes an evaluation of the child's previous education to determine whether their interests would be best served at the local school, through participation in a first-literacy group, reception group or at Språksenteret itself.

- Språksenteret is intended for pupils who have an age-appropriate educational background, and who are motivated for more intensive Norwegian language learning. Admission is continuous throughout the school year, provided there are places available. Participation in the course of teaching lasts no more than five months, after which the pupil returns to the local school.

Referral to Språksenteret

The parents/guardians of newcomers must always contact the local school, which will book an appointment for an assessment at Språksenteret.

The assessment will take place after the local school has had an initial discussion with the parent or guardian and the child about the child's previous education and needs, and after the parent or guardian has agreed that a specially organised introductory course may be desirable for the pupil.

The busiest time of the year is August, September and January. During the busiest periods it could take several days before you receive an appointment.

What happens when you visit Språksenteret?

- The child spends 2-5 hours at the centre, where one of the teachers carries out an initial assessment.
- The parent or guardian takes the child to and picks them up from their appointment. At the end of the day the teacher will talk you through the results of your child's assessment.
- A report containing the child's results and recommendations for their further schooling will be sent to their parents/guardians and local school.



What to bring for the assessment

The local school will make sure that all necessary documentation is sent, eg. the completed Form for the registration of newcomers from Linguistic Minorities and documentation relating to the pupil's previous school career.

- A copy of the completed Form for the Registration of Newcomers from Linguistic Minorities
- Documentation from the pupil's previous school career.
- Food and beverages

Intensive Norwegian language learning at Språksenteret

The typical student at Språksenteret

Most of the students at Språksenteret have a qualitatively good, age-appropriate educational background, before they come to the centre. The students therefore already have a level of attainment that enables them to transfer structures from their first language to a second language. This in turn allows them to make faster progress in their language learning. The challenge is to acquire Norwegian language skills, so that existing knowledge can be applied and developed.

Course contents

Subjects and key areas

The teaching at Språksenteret supports the curriculum set out in Norway's national Knowledge Promotion educational policy. In addition to Norwegian language tuition on its own, language learning is an integrated part of the other school subjects. Students need a broad vocabulary to understand the texts they are presented with in the various subjects. The purpose of addressing a variety of topics in class is to help

students develop the vocabulary and other language skills they will need to follow the curriculum in Norwegian. Another important element is to help the students encounter and use Norwegian for various purposes in a wide variety of situations.

Learning to learn

In addition, great emphasis is placed on teaching the students how to learn effectively by making use of different strategies for learning and understanding. Learning strategies are methods students use to organise their own learning. These include strategies for planning, completing and assessing their own work in order to reach predetermined competence objectives.

Multilingualism as a resource

The students at Språksenteret represent a linguistic and cultural diversity. The multicultural and multilingual shall be integrated into the teaching when relevant. A multicultural perspective involves recognising, highlighting and building on the competence that students already have. Språksenteret emphasises a perspective in which bilingual and multicultural competence is a resource, and is therefore crucial to the students' motivation and sense of mastery.

A good school environment is one where those present (pupils and staff) experience a sense of security (physical and mental), cohesion (social and educational/professional), and where the adults have a duty to intervene when anything happens which can or does impair these factors.

Source: Research summary 2/14 The Djupedal Commission



Good learning environment

The school environment has a huge impact on the way the school (educationally and socially) is perceived by pupils, their parents/guardians and the staff. Språksenteret strives to create a good school environment where

- All students experience a working and learning environment underpinned by calm, respect and academic attainment.
- No one is subjected to abusive behaviour. Everyone is entitled to a school day that promotes health, enjoyment and learning.
- All students experience a learning and working environment free from racism, discrimination or violence.

Parents/guardians – an important resource for the school

In Norway it is expected that parents/guardians participate in their children's education and schooling by supporting their children with their schoolwork, socialising and leisure activities, as well as communicating with teachers and other staff at the school.

The school and parents/guardians have the same aim – to give the children a good and secure education. Parents/guardians are very important for the students' learning outcomes, and they are also an important resource for the school in its efforts to provide a good learning environment. While the parents/guardians have primary responsibility for the development of their children/teens, the school shall also provide support and foster cooperation between school and home.

To provide your child with the right support, the school depends on you engaging in regular dialogue with it.

The school expects you as a parent/guardian:

- To follow up your child both educationally and socially.
- To attend parents' meetings and parent-teacher conferences.
- To engage in a dialogue with the school so that the teachers have the information they need.
- To keep abreast of the information provided by the school.
- To be open to cooperation with the school.

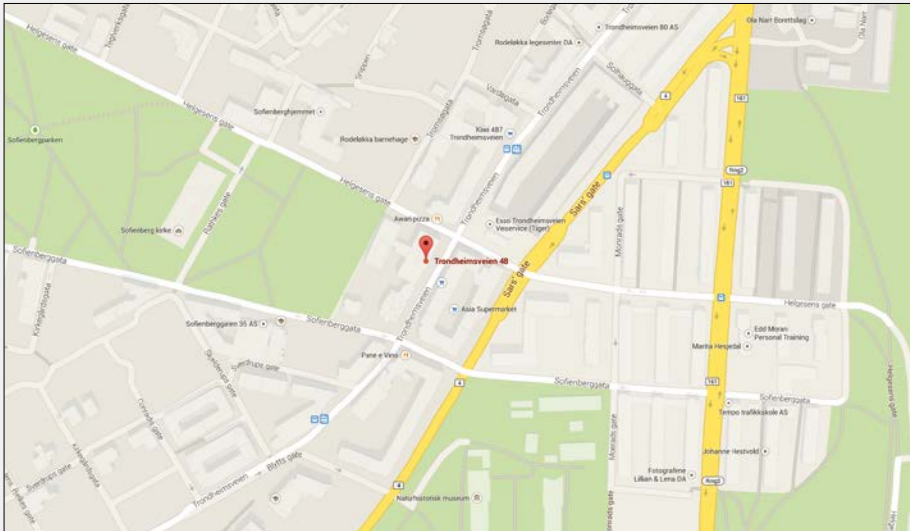
As the parent/guardian of a child learning Norwegian, there is a lot you can do to support them through the process. Here are some suggested strategies:

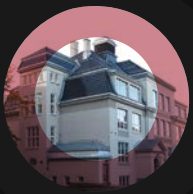
- Continue to talk to your child in their first language, or the family's internal language of communication. This will enable the children to continue learning their own mother tongue at the same time as they acquire a new language. Children who express themselves well in their first language often find it easier to learn a new one.
- Ensure that the child is exposed to the Norwegian language via literature, television, films, newspapers, magazines, music, etc. Public libraries lend books, etc, free of charge.
- Ensure that sufficient time is set aside for homework and to talk about what the children have learned and done at school. Use a dictionary to explore the new language.
- Encourage and ensure that your own children take part in after-school activities, such as sports, youth clubs, music, dance and arts classes or other social activities. This will give them the opportunity to meet other children and practise speaking Norwegian. It will also help them meet new people and make new friends.
- You can talk to the staff at the school if you need more information.

Where to find Språksenteret

Språksenteret – Centre for Intensive Norwegian Language Learning in Oslo Schools
Trondheimsveien 48, bygg C, 0560 Oslo

Telephone: + 47 94 80 94 98
Email: spraksenteret@ude.oslo.kommune.no
web: www.spraksenteret.gs.oslo.no
 Facebook: www.facebook.com/spraksenteret
Public transport: Bus, tram and metro (T-bane) www.ruter.no
Parking: On-street parking





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