

This newsletter is being sent to colleagues involved with, or interested in, [Home, Heritage or Community Languages in the UK](#). The newsletter aims to provide key information on developments in the field, including CPD and other events, and thereby to encourage dialogue and collaboration. It is planned to send out the HHCL Newsletter twice a year, in September/October and March/April. We are in the process of building up a mailing list of colleagues involved in supporting HHCLs in mainstream and community contexts. If you are not currently on the mailing list, but wish to be added please inform info@ALL-languages.org.uk marked f.a.o. Steven Fawkes. Equally please inform Steven through the same address if you have received this issue of the Newsletter but do not wish to receive further issues.

UK DEVELOPMENTS

The Languages Gateway

The Languages Gateway

This is an initiative to bring together 'all things languages' in one place. It is designed to act as a directory, or 'portal', from where everybody in the country can find and access information about languages across the UK - from schools to universities, research and policy, and wider opportunities. We would like to include more information about support for home, heritage and community languages on the Gateway. In particular, we would like to gather details of supplementary and complementary schools across the country. Please get in touch with details of your supplementary school(s), or project. For example, send us:

- Contact details for local supplementary school(s),
- Details of a cultural centre,
- Details of a planned event, festival or competition,
- Contact details for a community organisation, expert, or teacher group.

You can send us details using this on-line [form](#) or email Philip Harding-Esch at philip.harding.esch@gmail.com. We hope to hear from you soon!

HHCL Professional Development Webinars

HHCL webinar on 'Hybrid Language Lessons'. This webinar took place on 15th October. It explored initiatives made by teachers of several languages (including Vietnamese, Bulgarian and Persian but relevant to teachers of all languages) in the area of planning and running Hybrid Language lessons.

Please send suggestions for themes of future webinars, with idea of speakers to steven.fawkes@gmail.com.

Archived recordings of previous webinars are accessible on the [HHCL webpage](#), along with many texts, reports and stories of interest, open to all.

32nd Annual NALDIC Conference

Creating linguistically inclusive classrooms: *through activism, research and practice*

Saturday November 30th 2024, 9 for 9:30am – 5pm, *In-person & Online*

Saïd Business School, University of Oxford, OX1 1HP

In the UK, it is estimated that around 20% of school-age children speak more than one language, many of whom are also new to learning in English. The linguistically inclusive classroom is a space where multiple languages can be used as tools for learning, for making connections and for enriching the learning experiences of all pupils.

The upcoming [NALDIC32 conference](#) provides a space for sharing the experience of activists, researchers, teachers and all practitioners working within linguistically diverse classrooms.

Bilingualism Matters Symposium 2025

[The Bilingualism Matters Symposium \(BMS\)](#) is an interdisciplinary conference organised by Bilingualism Matters. It is open to researchers as well as practitioners, irrespective of their affiliation with Bilingualism Matters.

The BMS aims to stimulate a productive dialogue between researchers in different academic disciplines and practitioners in different sectors of society. BMS will take place in Edinburgh from March 24-25, 2025.

Teaching Arabic Language and Culture in Context (Goldsmiths, University of London)

[This well-established course](#), supported by Qatar Foundation International, which focuses on teaching of Arabic as a foreign and heritage language, continues to run under the Centre for Language, Culture and Learning at Goldsmiths.

Language Learning Outside the Mainstream

Talk by Dr Virginia Lam, Yoshito Darmon-Shimanori and Ruth Durant at the [Language Show](#) on Friday 8th November (14.30)

This 3-part session will illustrate authentic practices of language learning outside 'mainstream' contexts: complementary/'weekend' language school sector (Virginia Lam, University of Roehampton); developing literacy in another language using an interactive graphic novel (Yoshito Darmon-Shimamori, Library4Multilinguals); and adult English learners in informal community settings (Ruth Durant, Richmond EAL Friendship Group). Virginia will give an overview of the common successes and challenges across complementary schools over the generations. Yoshito will use his published resources for demonstrating how to motivate young learners to write in a foreign or heritage language. Ruth will showcase the work of her organisation, Richmond EAL Friendship Group, as a 'social connections' model of adult language learning.

Towards a Language Strategy for Cities

[City of Languages](#), Manchester (Oct 2024)

[The document](#) is 'intended to inspire cities in the UK and beyond to embrace, promote and harness their multilingual reality. We call for a strategic approach to multilingualism that is responsive to needs and that embeds urban multilingual reality firmly into local policy'.

Growing Up Multilingual with Chinese Heritage

[This project](#), funded by the Chinese Heritage Language and Culture Fund, involved the collaboration with seven young co-researchers (aged 11-16) to find out from children around the world and in Sheffield what it is like to "grow up multilingual with Chinese heritage". Via a global strand, 167 young people from all over the world shared their views and experiences, in whatever format - and whatever language - they liked: essays, poetry, photography, drawings, paintings, films, songs. At a local level, over 30 children contributed to focus groups, sharing what it is like growing up multilingual in Sheffield. The young co-researchers helped frame the research and the research questions, making sure the project was timely and age-appropriate, while not shying away from difficult topics, including racism and the emotional toll of inhabiting different languages and cultures simultaneously.

The fieldwork for this project has now concluded, and we are working on academic publications, as well as an online exhibition to share the submissions from the global strand. As part of Sheffield's "Festival of the Mind", we have also worked with two film makers and 9 young performers, turning the data into a performance. "Our Stories, Our Voices: Growing Up Multilingual with Chinese Heritage" took place on Sunday, 22nd September 2024 at the Spiegel tent at Barker's Pool, Sheffield, and a film outlining the project will be released shortly after.

Creative Teaching and Learning (CTL) Project

Discover how the Creative Teaching and Learning (CTL) project, led by Dr. Mon Partovi, Programme Manager at the YPF Trust | Centre for Supplementary Education, and funded by John Lyon's Charity is transforming supplementary education through the use of drama and other creative teaching methods. By engaging children and empowering teachers, the project enables deeper learning, enhances language skills, and nurtures creative thinking in community-led settings. It supports teachers in adopting more creative approaches, encouraging collaborative learning, team-work and dynamic classroom environments. Now integrated into the YPF Trust Quality Mark framework for Supplementary Education, this initiative opens new doors for growth, creativity, and the amplification of student voices, through their teachers' professional development.

For more information, feel free to contact mon@ypftrust.org.uk.
Watch the [video](#) to learn more.

New Arabic Teacher Council in Scotland

SCILT (Scotland's National Centre for Languages) and Shams Centre in Glasgow are working in partnership to establish Scotland's first Arabic Teacher Council (ATCS). We know that there are many establishments in Scotland working with Arabic and we look forward to welcoming them to the Council. Scotland's new ATC aims to support teachers of Arabic working in the complementary sector in Scotland. For those teachers, we want to provide a supportive space/network where they can access resources, advice, professional learning, in addition to providing opportunities to share aspects of their practice. We plan to launch Scotland's Arabic Teacher Council on World Arabic Day (18th December). For more information, please sign up for SCILT's [weekly free newsletter](#).

Free Magazines for Learning Polish

Two free educational magazines, *Kumpel dla Polonii* and *Cogito dla Polonii*, are published every month for children, young people, and teachers of the Polish language. These magazines allow readers to stay in touch with contemporary Polish language. The magazines can be downloaded for free [here](#). It's an excellent resource for language classes, providing current and engaging content for students to improve their Polish while staying connected to contemporary culture. Plus, being free and accessible online makes it a convenient tool for both teachers and learners. *Cogito dla Polonii* is an e-magazine for Polish youth abroad (ages 12-19), featuring their passions, interviews, and reports on young Poles worldwide. It highlights how they maintain Polish traditions and culture while offering educational content on language, literature, and history.

Kumpel dla Polonii is a free e-magazine for Polish children abroad (ages 6-10), helping them learn and love the Polish language, culture, and history through engaging materials used by parents and teachers in Polish schools and communities.

Arabic Teachers' Council of London and Southern England: New Training Programmes & A Schools' Competition Announcement!



Ahlan Wa Sahlan (*Welcome*)!

The Arabic Teachers' Council of London and southern England (ATC) is excited to announce the launch of its new **professional development training programme** aimed at enhancing the skills and methodologies of Arabic language teachers.

These comprehensive sessions are designed to equip educators with modern techniques in language acquisition, teaching strategies, assessment tools and the integration of technology in classrooms.

The initiative comes as part of the Qatar Foundation International (QFI) fund to the ATC's commitment in fostering excellence in Arabic teaching and keeping educators updated with the latest pedagogical trends.

The training sessions contain a range of topics focused on teaching Arabic as a foreign language, with specialised content designed for primary, secondary, and A-Level teachers. Additionally, there are targeted sessions for heritage learners, as well as those aimed at enhancing general language skills. You can view detailed session information and register through the [link](#).

Alongside these training opportunities, the ATC is also pleased to announce the exciting '**Arabic Reading Competition for Schools 2024-2025**'. If you are interested to take part, please make sure to ['Join Us](#)' for free. We will e-mail members with the details soon.

For any enquiries, please [contact](#) us.

Luma Hameed (Leader of the ATC in London and Southern England)



Traditional Tales, Untraditionally Told

This project focuses on facilitating teachers and librarians with the tools to combine intergenerational storytelling and makerspaces/STEM. Focusing on multilingual families, the project, in its first phase, involves running workshops in four schools and four libraries, where multilingual families attend together and use their multiple languages to tell a story, but do so using makerspace activities. Cardboard construction for the scenery, engineering of split-pin movable characters for stop-motion animation, electric circuits to light up part of the story, and programming are just some of the possible STEM-related activities families engage in.

The initial workshops are filmed and edited into training videos that combine the two elements of the project - makerspace activities that explicitly support home, heritage and community languages. The project is a collaboration between the University of Sheffield's Maker{Futures} team and the Lost Wor(l)ds project, led by Dr Sabine Little. The project website with videos will launch as part of a webinar on 21st January 2025, 4-5pm, looking to engage schools and libraries in the run-up to International Mother Language Day. To sign up to the webinar, click [here](#).

Multilingual Library

Are you interested in setting up a **multilingual library** for your school or other context? Dr Sabine Little from the University of Sheffield, will be working closely with two Sheffield schools this year, and you can be along for the ride! [Sign up for the newsletter](#) and receive regular updates, templates for communicating with parents, organising donations, cataloguing, and running multilingual events. The work is based on the creation of Sheffield's multilingual children's library, which won the international Brenda Eastwood Award for Diversity and Inclusion. We are hoping to bring those interested together for the occasional online chat, but this is a "do as much or as little as you feel you can do" invitation - whether it's a box for your classroom, or a full-blown library!

Multilingual Reading

Linguistic diversity is reaching more mainstream audiences - Dr Sabine Little has recently begun a collaboration with LoveReading4Kids and LoveReading4Schools, two major platforms supporting reading. Sabine was asked to help ensure multilingual pupils feel represented in the offer from the two sites. The collaboration has begun with a [recorded interview, and a reading list](#) of books for children that include multiple languages (although they are predominantly in English).

The point is to introduce all children to a wider range of languages, while also making sure children from different multilingual backgrounds recognise themselves in the stories told. Going forward, more books will be added, as well as book reviews - watch this space, and do contact Sabine (s.little@sheffield.ac.uk) if you know of a book that fits the bill! (What is nice is that LoveReading have also contacted publishers requesting information about such books, which, due to their size, adds some pressure to the publishing industry to consider linguistic diversity.)

Learning Polish in the UK

On the Polish Embassy's website, a section dedicated to learning Polish in the UK has been created. This bilingual Polish-English subpage contains a list of active Polish Saturday schools across the UK and information booklets in both languages for parents and young people to raise awareness about the Polish GCSE exams.

For Polish-speaking parents, the subpage in Polish can be found [here](#), and the guide in Polish is available [here](#). Additionally, the leaflet in Polish can be accessed [here](#).

Link to the English version of the [subpage](#),

Link to the [information booklet in English](#),

[Leaflets](#) available for free distribution and printing.

[GCSE_Polish_Brochure_\(Trifolds\)_-_EN.pdf](#)

[GCSE_Polish_Brochure_-_PL.pdf](#)

Youth Versus War and Injustice

Free event on Saturday 2nd November (14:00-19:00) at the The Lighthouse Refugee Education UK, Wendover Road, London NW10 4RT. For further information: Call 07717772572.

This event has emerged from a student led social action project at the Peace School which led to the group being awarded a prize by London Youth to share their work. It suggests the potential for building an intercultural citizenship perspective into HL education.

See flyer for details.

PEACE SCHOOL PRESENTS NOVEMBER EVENT 2024

YOUTH VS WAR & INJUSTICE

Come join us at this event to build a caring community, discuss big topics that are silenced by the media all whilst having an enjoyable and fun-filled time.

02 NOV 2024

THE LIGHTHOUSE, REFUGEE EDUCATION UK, NW10 4RT, WENDOVER ROAD LONDON

PROGRAMME:

- 14:00-19:00
- interactive film
- interactive art workshop
- live talk
- food
- children activities

FURTHER INFORMATION AND REGISTRATION: 07717772572

FREE ENTRY

Goldsmiths University of London

PEACE SCHOOL PRESENTS NOVEMBER 02 2024

الشباب ضد الحرب والظلم

انضم إلينا في هذا الحدث لبناء مجتمع متكاتف، ومناقشة مواضيع كبيرة يتم إسكانها من قبل وسائل الإعلام، وكل ذلك في جو ممتع ومليء بالمرح.

02 NOV 2024

THE LIGHTHOUSE, REFUGEE EDUCATION UK, NW10 4RT, WENDOVER ROAD LONDON

انضموا إلينا في يوم مليء بالإبداع والمرح! نقدم لكم:

- ورشة عمل فنية تفاعلية
- خطاب مع الواقع - مناقشات مثيرة حول قضايا هامة
- طعام شهوي
- عرض فيلم مميز
- والمزيد من المفاجآت!

رغول مجاني

07717772572 للمزيد من المعلومات

Goldsmiths University of London

INTERNATIONAL DEVELOPMENTS

Advances in digital technology in recent years have made it easier to keep abreast of developments in heritage language education worldwide as the next few items show.

Global Call for Action for Heritage Language Education Checklist

This checklist is a follow-up to the launch of the Global Call to Action in February 2024 which set out a comprehensive roadmap for protecting and promoting linguistic diversity. [The downloadable checklist](#) offers a basic tool to help identify practical steps that people in different roles can take to support the GCTA.

Forum of Heritage Language Coalitions in Europe (FOHLC)

[FOHLC Europe 2024 Conference](#) (15 & 16 November, 2024)

Theme 2024: Rethinking incentives: how to bolster the motivation of students, parents, teachers, and other stakeholders in heritage language education.

Anyone involved in heritage language (HL) education knows that incentives are important to keep HL programs running successfully. Having motivated students, parents, teachers, managers, volunteers, and community supporters is essential for effective and meaningful language and culture education to be possible. This year's conference will give you new ideas about how to encourage your teachers, entice your students, energize parents, mobilize volunteers, and ideally rally sponsors! What are the compelling reasons to follow and support HL education, and how can you design your HL program to be as innovative and attractive as possible? You will leave the conference not only with new insights, but also with stronger connections with similar organizations across Europe and the world.

Sydney Institute for Community Languages Education (SICLE)

SICLE [Website](#)

SICLE [Newsletter](#)

Your Language Counts

Launched in 2024, this [EU funded project](#) aims to promote heritage language education in Europe.

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