

Language in Action...at Lambeth Academy

Acholi
Afar-Saho
Afrikaans
Amharic
Armenian
Asante
Athabaskan
Arabic
Basque
Bengali
Bemba
Berber
Bhutani
Bulgarian
Burmese
Cantonese
Chichewa
Chitrali
Cree
Creole
Czech
Croat
Danish
Dinka
Dutch
Edo
Efik
English
Ewe
Farsi
Finnish
Flemish
French
Fule
Ga
Gaelic
Georgian
German
Greek
Gujarati
Hakka
Hausa
Hebrew
Hindi
Ibo
Indonesian
Italian
Japanese
Javanese
Kanada

Eighteen months ago, the Department for Children, Schools and Families provided funding for an innovative project now known as “Our Languages”, with the aim of getting mainstream and supplementary schools to work more closely together for the benefit of all the pupils.

At the start, four partnerships were established between one mainstream and one supplementary school in each of four cities: London, Manchester, Birmingham and Leicester, with Lambeth Academy and the Aayatiin Foundation here in Lambeth providing the London partnership.

Now coming to the end of its second phase, the project has expanded to include three or so “satellite” partnerships based round each city. One of the main aims of the project in this phase was to produce a scheme of work and resources to aid teachers of community languages. Although to some extent the scheme of work has to be able to be used by *any* community language, each pair of schools has naturally worked

mainly with the community language in that partnership. For this reason, the Lambeth partnership is unique, being the only one based around Somali. Elsewhere, Asian languages predominate.

The event in March was aimed mostly at teachers of community languages and other people with related interests. As well as the Lambeth partnership, two of the “satellites” were represented: Medway and Watford, and they gave fascinating presentations on the activities of the partnerships since their inception back in July last year. There was also an opportunity to discuss the schemes of work, and, of course, to make new contacts and exchange ideas.

Everyone who attended was very enthusiastic about the project and its results, and we hope that this will support and encourage the teaching of community languages in Lambeth and beyond.

Ann Horton,
EAL Co-ordinator, Lambeth Academy



A Polish School in Lambeth

There are many Polish schools all over the UK and, in London, one probably in every borough. The Lambeth Polish Saturday School, based at Dunraven School in Streatham, has 90 children from the age of 5 to 16. These children are of Polish origin and some have been born here but most have come over from Poland in recent years.

Education is very important to Polish people and to be able to continue being educated in Polish and learning about Polish geography and history and all its culture is crucial to being able to keep the Polish heritage alive in the younger generations.

However, the school would not be here today if it was not for the last minute SOS to the Council, when a school had pulled out of hosting it at the last minute.

The school owes its thanks to Councillor Steve Reed, the leader of Lambeth Council, Councillors Mark Bennett and Rachel Heywood, all of whom stepped in to find an alternative venue. Hence, Dunraven was found and has proved itself to be extremely supportive of the Polish school and has bent over backwards to accommodate us.

The Polish Community is extremely grateful that such a relationship with the local council and the school exists and we hope that we are able to keep the relationship growing and strong for many children and for many years to come.

Joanna Ostrowska



Headteacher, Mrs Adamiak

Photos: Pawel Konopski



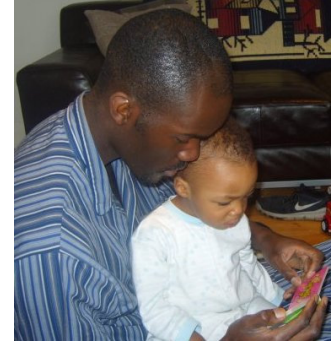
Talk To Your Baby

Learning to communicate well is one of the most vital skills that young children have to learn, for their social and emotional development as well as for their future learning. This learning needs to happen from birth. Babies are born to be sociable but they need someone to be sociable with, who will make eye contact, talk to them and allow them a chance to respond.

We learn to talk by imitation, so we need lots of opportunities to try out our own babbles, imitating the mouth movements we see and the sounds we hear.

Full communication includes body language as well as spoken language, and someone listening and encouraging us as we learn is vital.

There are many advantages to being bi- or multilingual, both for personal and family reasons but also for the developmental advantages it brings. **Talk To Your Baby**, the early language campaign of the National Literacy Trust, has a number of downloadable resources, with some Quick Tips on eight topics (including how to talk to your baby in your own language) and these are available bilingually in twelve languages – Arabic, Bengali, Chinese, French,



Michael Opoku - Forfieh and his son Coltrane Opoku-Warner

Gujarati, Panjabi, Polish, Portuguese, Tamil, Turkish, Urdu and Welsh. See www.talktoyourbaby.org.uk

Liz Attenborough

Manager, Talk To Your Baby

Raising three children with three languages

Alxamdullilah: We have three children aged two months, two and four years old. My mother tongue is Somali, my wife's first language is Bemba (Zambia) and we communicate in English at home. As for our children, we speak and read in combinations of these languages plus Arabic at times. It all started from birth with its sing-song voice, elongated vowels and exaggerated facial expressions switching between Bemba, English and Somali. They all loved watching our eyes sparkle and our mouths stretching out around the words.



We continue with all these random combinations of languages; giving a running commentary about what we're doing, naming things we come across and singing songs and rhymes, which is

a fun way to help their language skills develop. We do this in any opportunity we get - be it in the car, in the bath or at bedtime. Even if it's off-key. Currently the children's vocabulary is full of non English words like 'Kapatula' (underwear in Bemba) 'Aabe' and 'Sheeko' (father and story in Somali) and 'Du'a' (supplication in Arabic). We often joke about our children speaking hybrid languages: Somalish, Bembish etc.

Yusuf Farah

Language Quiz - send in your answers to win a prize

- 1) Name the European language which is not related to any other language.
- 2) One African language specialises in tongue twisters, but what is its name?
- 3) Which Indian language is spoken by most people in Bengaluru?
- 4) In which language do all nouns start with a capital letter?
- 5) Approximately how many languages are spoken in Nigeria?
- 6) Which is the most common noun in English ?
- 7) Approximately how many people around the world speak Portuguese?
- 8) Which is the most commonly spoken language?
- 9) In which language do the points of the compass reflect the movement of the sun?
- 10) Name a language where prepositions are signified by changing word endings.
- 11) The Rosetta Stone features three ancient languages, one of which is Greek. But can you name another?
- 12) Do you recognize this script?

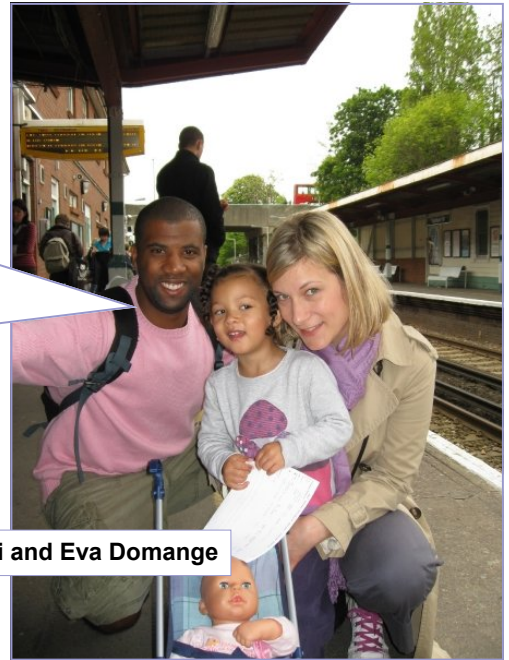
உங்கள் குழந்தையுடன் பேசுங்கள் -
விரைவு குறிப்புகள்

Amanda Bellsham - Revell and Amanda Gay

My husband Rudi and I, Marjorie, are French Nationals. Eva our daughter is going part-time to nursery school.

Eva speaks fluently French and English. Rudi and I never imposed any rule to Eva in terms of language learning. We speak mostly French at home unless she decides to start a conversation in English. Eva seems to give each language a goal: English is associated with school, friends and play whereas French is her mother tongue which she uses at home and with family.

She is very comfortable with switching between French and English and very often asks me to translate a word in French or English if she does not understand its meaning.



Marjorie, Rudi and Eva Domange



Dr Stuart Brookes, and his son, Jerry

Growing up bilingually as a child in Germany has helped me enormously!

I have been back to work in Germany many times as an adult, and, as a university lecturer, I am able to understand a whole world of scholarship which doesn't exist in translation. Jerry and I have yet to visit there together, but friends abroad keep us well-stocked with German-language books, films and cds, which helps. Jerry's mother doesn't speak German, so it is almost as if we have a secret language between us at home which is kind of fun. I hope Jerry (and his sister) gain as much from German as I have...at the very least they will be able to sing a bunch of Christmas carols in their original.

I have been **EMAT's Interpreting and Translation Service Co-ordinator** for five years. Because of my job I talk to interpreters who speak different languages. My son, Richard, who is 17 months old, is being brought up in four languages – Cantonese, English, Mandarin and Hakka, a dialect spoken by the Hakka people in South East China. I am not taking the 'one parent, one language' approach. Instead, I talk to him in Cantonese, English and Mandarin. Not sure if this is the best way! Amazingly, Richard does not seem to get confused with the languages. Sometimes when I say something to him in Mandarin, he will reply in English. It seems he is doing a bit of translation already! If you would like to share your ideas on how to raise children bilingually, please email me.

We continue to provide interpreters, translators and bilingual assistants to schools, so please send your request or query to me by email.



Annie Wong and Richard

Greetings from the Yukon!

My Englishman husband Paul and I recently packed up and moved to my homeland of Canada, and have settled in Whitehorse, the capital of Yukon. Yukon is home to the Klondike, famous for the Klondike Gold Rush of the late 1890s. It is in Canada's northwest, bordering Alaska, USA to the west and British Columbia to the south, and as you can imagine from the location, it can be very cold here (down to -40°C or colder in the depths of winter)! There are still a couple feet of snow on the ground now as we near the end of March, but we're told temperatures will break freezing soon, and the warm weather is heading this way. Winter here does have its joys – apart from enjoying the natural beauty of Yukon in the snow, we've watched some exhilarating dogsled races and seen absolutely gorgeous snow sculptures in a snow sculpture contest with entrants from around the world. But Yukoners certainly do look forward to the thaw. Paul and I enjoyed the 'Burning Away the Winter Blues' Spring Equinox event, which involved walking in a procession with locals armed with torches, lanterns and drums, and led by a paper effigy of Winter. At the end of the procession, we all cheered as Winter was burnt in a giant bonfire, surrounded by fire jugglers, dancers and drummers. We

are looking forward to the 20 hours of sunlight per day we'll be getting in June and July here in the 'Land of the Midnight Sun'!

Although it makes up about three-quarters of Yukon's population, Whitehorse is only about a community of 25,000 people – we feel as



we've moved to London's polar opposite! For such a small place however, cultural events are plentiful, and work opportunities are great. Paul and I both had no trouble finding work quickly (a very different situation from many other areas in Canada just now). Paul is working in Yukon Government, and I'm doing supply teaching work in Whitehorse while I get to know the area schools. In time, I'm hoping to transfer the knowledge and skills I developed

through my work in Lambeth to work with First Nations (Canadian Aboriginal) communities here, as well as with new arrivals to the territory who speak English as an Additional Language. First Nations students make up the lowest achieving ethnic group in Canadian schools, and are more than twice as likely as non-First Nations students to drop out before graduation.

About one in four residents of Yukon is of Aboriginal descent and Yukon is home to fourteen of Canada's First Nations, speaking eight different languages.

As well as First Nations cultures, the territory has an impressively diverse population originating from many different countries – significant numbers within the small total Yukon population speak German, Chinese, Tagalog, Dutch, Spanish, Vietnamese, Hungarian, Punjabi, and of course, French (French-Canadian).

I'd like to say hello and send best wishes to all those around Lambeth with whom I've worked at The Norwood, Charles Edward Brooke, Lilian Baylis and Stockwell Park schools, as well as at EMAT! I miss Lambeth students and staff very much, but am really enjoying my new adventure 'North of Ordinary', in the Yukon Territory.

Carrie Stewart

Brian Netto - an update on EMA issues

London Challenge initiative on EAL.

London Challenge is currently looking to increase provision for EAL, by appointing up to 10 full time equivalent EAL consultants who will be available to support schools across London- they will be able to offer training and coaching for staff. In addition, a pan-London conference on EAL is planned for July 2009 - further details to follow.

Ethnic Minority achievement grant.

You may know that the DCSF has decided to cut the budget for 2009-10 by over £161,000- this will have a direct impact on school EMAG budgets. We have not yet received a definitive answer as to why there has been this reduction.

You may also know that following consultation Lambeth has decided to re

main with the existing formula. This is disappointing as the formula is very much out of date and does not support schools in closing gaps for our most vulnerable BME pupils.

EMA conference on 2nd July.

The focus for this year's EMA conference is on community cohesion and the new equality duties. Please make sure to put this date into your diary.

Brian

Lambeth Ethnic Minority Achievement Team—Contact Details

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Kiswahili
Konkoni
Korean
Krio
Kurdish
Lingala
Luganda
Lugiso
Lusoga
Luo
Magyar
Mandarin
Malayalam
Maylay
Mende
Navaho
Ndebele
Nepali
Norwegian
Oromo
Pashto
Patois
Pidgin
Portuguese
Romani
Romanian
Romany
Russian
Samoan



EMAT notices and forthcoming dates for your diary

June	Gypsy Roma Traveller History Month - please contact Nerea Olano
15-19th June	Refugee Week - please contact Mus Bagum
1 July	Somali Conference- see below
2 July	EMAT Conference at The Oval - please contact Brian Netto / Mus Bagum
9 July	Portuguese Award Ceremony at Lambeth Academy - please contact Luisa Ribeiro

Serbian
Shona
Sindhi
Slovak
Slovenian
Somali
Spanish
Swahili
Swedish
Tagalog
Tamil
Telugu
Temne
Tigre
Tigrinya
Turkish
Twi
Ukrainian
Urdu
Welsh
Wolof
Xhosa
Yoruba
Zulu



Congratulations to everyone who participated in the 3rd annual Black History Month competition. This year's winners are:

Primary :

1 st prize	Triangle Nursery School	Whole School Entry
2 nd prize	St. Jude's Primary School	Finn Paul Roberts-Bond
2 nd prize	Granton Primary School	
3 rd prize	Nursery and Reception	Whole School Entry
3 rd prize	Loughborough Primary School	Tyler Fraser
3 rd prize	St. John the Divine	Mohammed Kamara
3 rd prize	St. Jude's Primary School	Esiri Anita Bukata
3 rd prize	St. Marks Primary School	Prince Alalade

Secondary :

1 st prize	La Retraite RC Girls' School	Ellen Brewster
2 nd prize	La Retraite RC Girls' School	Abigail Kolowole
3 rd prize	Lillian Baylis Technology School	Ilhan Aaye
3 rd prize	The Elmgreen School	Chanelle Hylton

Clare Warner



This year the Ethnic Minority Achievement team is organising the first Somali achievement awards. The celebrations will take place on **July 1st from 4:30-6:30 at Lambeth Academy**. Main-stream schools and supplementary schools will be invited to nominate students to receive an award for achievement and progress or contribution to the community and knowledge of the Somali language. More information to schools closer to the date. Please contact **Yusuf Farah**

The EMAT Newsletter is edited and produced by Amanda Gay. Contributors of copy and photos are: Jorge Andrade, Liz Attenborough, Stuart Brookes, Amanda Bellsham -Revell, Marjorie Domange, Yusuf Farah, Ann Horton, Pawel Konopski, Brian Netto, Nerea Olano, Joanna Ostrowska, Tomasz Potworowski, Carrie Stewart, Clare Warner, and Annie Wong. Printed at Lambeth Pitney Bowes