

ESOL Network Meeting 1st October 2008

Feedback from the group discussion on 'Family ESOL'

What does Family ESOL mean to you?

- There isn't one single definition
- How do we define 'family'? Is it always a parent/guardian? What about neighbours, brothers, sisters, extended family, carers, teenagers and older children
- Integration - different contexts of speaking different languages. Value the family as a learning unit and an opportunity.
- Learning with and through children
- The learners and what they want
- The learner's own culture
- Learning as a 'family'
- How to settle in Scotland
- Family learning beyond ESOL
- Children supporting older family members - changes dynamics
- Links with schools/nurseries
- Community based provision - broadening out - conventions/information
- Outreach important to establish contact
- Working with parents on topics needed to help them make decisions about their families
- Coming together (family - parents/carers & children) *versus* working only with parents
- Addresses family issues
- A holistic approach
- Learning together
- Developing language skills for families - everyday life language
- ESOL learners not able to attend class
- Parents groups - integrating ESOL and native English speaking families
- Meets needs of those with childcare needs
- School-based pilot groups with *Story Sacks*, *Book Trust* and *Book Start*
- Are children 14+ included?

Why is it important?

- To have parents and children together, not in isolation
- HMI inspections will lead to better integration
- Helps families to link together and into the community, and to use local services as a family, e.g the library and leisure centre
- Active citizenship
- Enables participation in local communities
- Helps parents to understand what is happening in children's lives
- Allows family unit to communicate with schools and other services
- Linking parents with organisations - different pathways (and they change)
- Families can feel part of the community
- Creating citizens - supporting the whole family
- Sharing culture
- Preventing isolation
- Parents as educators
- The first most important factor in child's learning is parental involvement (*see Curriculum for Excellence*)
- Diverse and unexpected advantages
- Helps make life in Scotland less daunting
- Breaks down cultural barriers

Who are your partners?

- *'Working for families'*
- Schools
- Colleges
- Nurseries
- Local Authorities
- Libraries
- Parent support workers (CLD school-based)
- Care workers - crèche
- Parents / families
- *Home start* - two groups with mixed languages and mixed ages
- Health visitors
- Link with lots of agencies
- Museums
- Cultural awareness work
- Churches
- Mosques
- Supermarkets
- Community-based ESOL providers
- Voluntary organisations
- JobCentres
- Culture and heritage organisations
- Social networks
- Creche workers
- Family learning workers
- Social services
- Police
- Community Learning service
- Bi-lingual workers