

**FRAMEWORK  
&  
TOOLKIT for School Staff**

**Project N° 2023-1-FR01-KA220-SCH-  
000154396**

Co-funded by the  
Erasmus+ Programme  
of the European Union



This framework and toolkit are aimed at giving you practical ideas and advice to improve the relationships you have with the parents of plurilingual children with a migration background. Even if a lot is already at your disposal, we think it is important to be able to find everything in one place and to have ready-made forms and information to help you in your daily work.

The **Tonga School Network** has been developed to help each of us, to give support to each other and to show families and the world that your school is part of a network facilitating the communication with the families, welcoming all their languages, to help and foster children so that they can thrive at school.

In the framework, you will find:

- Explanation of what is expected from the parents and what the parents may expect from the school according culture
- What is multilingualism and plurilingualism?
- Presentation of the various strategies to raise children with several languages.
  - one parent one language
  - one language at home, one language outside the home
  - one language per activity
- Impact of a good mastery of heritage language on the learning of school language.
  - for the acquisition of the school language
  - “biographie langagière” and why it is important
- How important is good communication?
  - verbal and non-verbal communication
  - written communication
  - use of plain language  
(<https://www.plainlanguage.gov/about/definitions/>)
  - importance of knowing the cultural differences
- Articles
- List of resources

## TOOLKIT

This toolkit is divided into five main chapters to help you find easily what you are looking for. Each information can be found and is downloadable [from our website](#). Every information provided here is general and applies to almost every country in Europe - for specific information about your own country, please go [on our website](#) and you will find what you need which is also freely downloadable.

### Content:

#### **A - GENERAL** - page 5

- a. school website - page 6
- b. school building - page 7
- c. school staff - presentation - who does what? - page 8
- d. registration -
  - a. adding languages of the families page 10
- e. school system - page 11
- f. school rules - page 12

#### **B - SHOWING ALL LANGUAGES** - page 13

- g. poster - page 15
- h. running a multilingual session - page 17
- i. setting up a multilingual library - page 20
- j. special forms in several languages - page 22
  - a. about health check - page 23
  - b. about school fêtes - page 25
  - c. about inspection - page 27

#### **C - WHERE PLURILINGUAL PARENTS CAN BE INVOLVED** - page 28

- k. Parents' insecurity - page 29
- l. Parents' Association - page 31
- m. Parents' Café - page 34

#### **D - PARENTS AND TEACHERS' COMMUNICATION** - page 36

- o. relationships between parents and teachers - page 37
  - a. understanding what parents expect according the cultures - page 37
  - b. explaining what the school expect from the parents - page 38
  - c. explaining what the school expect from the children - page 41
  - d - sending notes to the parents - inviting them - page 43
- p. knowing and using the languages present in the classroom - page 44
  - a. language portrait - page 46
  - b. language flower - page 48
  - c. DLC - Dominant Language Constellation - page 48
  - d. Translanguaging - page 48
- q. using the multilingual library - page 49

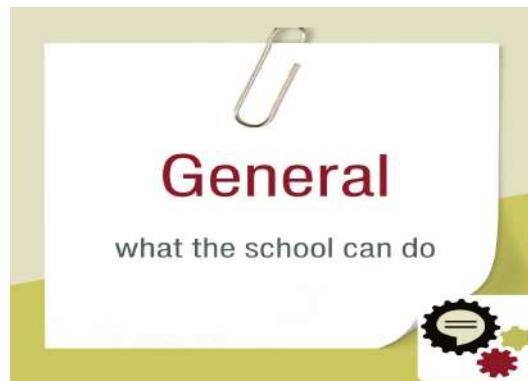


**E - OTHER STAFF IN THE SCHOOL - CANTEEN, SURGERY - page 51**

s. understanding eating habits - page 51

t. understanding the various religion and their impact - page 52

## A - GENERAL



This first chapter is dealing with general points which even if they are general, they are extremely important. When families arrive in a new country, and when they have to put their children at school, they are at a loss. They do not know the school system. They sometimes do not know how a school is running, as the parents may not have gone to school themselves. They have no idea of who does what in a school. They do not understand the school website as it is often monolingual. The buildings of our schools can be daunting by their size. All those points are important to keep in mind in order to make the parents, and thus their children, confident in the school system, confident in you and what you are going to do within the school building.

**a. School website**



Let's start with the school website.

The website of the school is the online source of information about the school for parents. Parents who are members of the local community in which the school belongs, may be aware of some basic information about the school, e.g. the time when they may visit the school, the ways in which they may contact the school staff etc. However, this is not the case for people who may have recently moved to the country or the area where the school is.

Accessing information on the school's website in a language they understand is a necessity for those people. That is why the school website should be available in English, as well as the languages of the ethnolinguistic groups that register their children for the school. Nowadays, we search and find most of the information we need online. This is precisely the reason why schools maintain websites.

Let us aim at making them *accessible to everyone, so that we kick start good communication between the school and plurilingual families.*

## b. School building



Providing multilingual parents with some basic information about the school building helps with making the school more welcoming and accessible to them.

A map of the school which shows where they may drop off or pick up their kids contributes to avoiding frustration when they first register their children for the school. Clearly demonstrating where the school administration and/or the principal's office are, can also be useful.

A map of the school also allows parents to configure where the classrooms are, where their children are going to be. Where the sports hall is, where the canteen is, etc. It gives them a peace of mind about the whereabouts of their children within the school buildings.

It is also important for the school to organise a visit of the school buildings - for those parents who never went to school, it will give them snapshots of how the school is organised and visual pictures of where their children are going to spend their days.

If there is an office or a room in the school building where parents may meet their children's teachers, the map should also indicate this. In this way, parents are subtly encouraged to use that space, i.e. contact the school and arrange a meeting with their children's teacher.

And do not forget to have the map in several languages - you can find the translations of the words you need [on our website](#).

### c. School staff - presentation - who does what?



It is important to give the families information about the school staff. When children come back from school and mention staff, parents need to know who they are talking about. We suggest that you create an organisational chart of the school staff with their names and positions and that this chart is either on the website or in a leaflet distributed to parents.

This organisation chart clarifies the responsibilities of each staff member, which helps parents to know who to contact for specific concerns, thereby streamlining communication and fostering a collaborative school environment.

Do not forget to have this chart in several languages - words you may need can be found [on our website](#).

The organisation chart outlines the hierarchical order of school staff members and their roles. This also clarifies the responsibilities of each staff member, which helps parents to know who to contact for specific concerns, thereby streamlining communication and fostering a collaborative school environment.

**Would you like to create your own school organisational chart?**

**Use our template to get you started!**



#### d. Registration



#### ***Making multilingual families feel welcome***

Registering a child for school entails filling in forms requested by the school administration. Unfortunately, those forms are often monolingual with vocabulary that parents may not even know. If the forms that parents have to complete are in a language they do not understand, this makes the whole process difficult and stressful. It may also give those families the impression that they are not respected and/or welcomed.

Some local authorities may have the registration forms in other languages. In some countries, school administrative staff may contact the Ministry of Education or the local authorities and request the translated versions of those forms. Please find [on our website](#) a list of links to the translated versions of registration forms - check for your own country and language.

We would advise to have bilingual forms as it will make it easier for you as administrative staff to find back the information you need and for the parents the information they have to provide.

## **What about the languages of the families?**

In the registration form, we would also suggest adding a question concerning the languages spoken at home. This is an important question both for the school, but also for the families.

For the school, this information is important as it makes the staff aware of how the languages are used in the home and how fluent the parents are in the school language. It will also help the school staff in working out on how they are going to deliver information to the families.

For the families, it is a recognition of who they are, of their identities. It makes them feel welcome and respected. Migrant families have left a lot behind and the recognition of who they are, is of prime importance for the well-being of the children and their success at school.

There are different manners of asking parents about the languages they speak, also the languages they speak with their children - as sometimes, parents have not passed on their mother tongue to them for various reasons.

Including languages spoken at home helps teachers and the school to gather important information about their students. This information can help in the development of targeted programs and resources that can support multilingual students and their families, improving overall communication and educational outcomes. Often this information is given to the school in registration but the child's teacher does not see this information. The above template is a great activity for both children and parents and is beneficial for the teacher to understand more about the child's language skills. This template can be modified to suit each teacher/ school.

### e. School system



Providing an illustration of how the school system operates allows the school to communicate efficiently and easily important information about the school. Explaining clearly the way the school operates, what is expected from their children, what is expected from them as parents, allows multilingual children to progress and succeed in school.

It is also important to provide this information in several languages, i.e. languages that the parents can understand.

Please find [on our website](#) some flyers you may use for this purpose. There is also a space where you may add any information that you may think is important to communicate to the pupils' parents. Please enter this information in a language that your students' parents understand. There are translation applications you may use for this purpose. You may also request from your country's ministry or the local authorities to provide you with a translated version of the information you want to add to the flyer. This is a simple action you may take to create an information flyer you may use as a school or a teacher for many years.

## f. School rules



A great start: communicating the school rules from the beginning

The education process is facilitated when the school rules are followed. Communicating these rules to the multilingual families in a way they understand sets a solid foundation for an efficient collaboration between the parents and the school.

We would suggest that you make the presentation of the school rules as simple as possible and as clearly as possible, using simple languages, using pictures, icons and written in more than one language. Those rules should also be available on your website indicating clearly in which language they are written.

Please find [on our website](#) flyers with images you may use for this purpose. Again, if there are rules that your school has set and they are not included in the flyer, please use the space provided in the flyer to add them.

Please ensure that the rules you add are illustrated or given in a language that is understood by the families whose children are attending your school.

## **B - Showing all languages are welcomed**



According to UNESCO, language is more than a communication tool: it is a very specific human cognitive faculty and the common foundation of all humanity. It enables the transmission of experiences, traditions, knowledge and identities from one generation to the next. Languages play an essential role in promoting peace, fostering intercultural dialogue and sustainable development. They are present in all facets of our lives, from family and work to education, politics, media, justice, research and technology. Our values, beliefs, knowledge, identities and worldviews are closely linked to languages and reflect the richness of the human experience.

Article 30 of the Rights of Child Convention tells us that: “Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.” <https://www.unicef.org/media/52626/file> and <https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

(<https://www.unesco.org/es/articles/la-educacion-multilingue-es-la-clave-de-un-aprendizaje-inclusivo-y-de-calidad>)

<https://www.unesco.org/fr/articles/leducation-multilingue-est-la-cle-dun-enseignement-inclusif-et-de-qualite>

Making languages more visible in the school environment is important for promoting linguistic diversity and fostering an inclusive environment and mostly to show that you respect the families and their identities. Here are some ways to achieve this:

1. **Multilingual Posters and Signage**: post multilingual posters, signs and signage around the school to showcase the linguistic diversity present in the school community.
2. **Language classes** in the languages used by the families whose children are attending your school: offer language classes at school so that students have the opportunity to learn and practise their own languages.
3. **Language clubs**: create language clubs where students can practise and share their language skills with peers.
4. **Cultural events**: organise cultural events that highlight the traditions, customs and languages of different cultures represented in the school. This can include festivals, cultural fairs, international nights, among others.
5. **Multilingual assemblies**: hold assemblies or special presentations using multiple languages to communicate with all students and celebrate linguistic diversity.
6. **Cross-cultural projects**: encourage cross-cultural projects that engage students in collaborative activities that highlight the differences and similarities between different languages and cultures.
7. **Multilingual library**: create a section in the school library with books, magazines and resources in several languages to encourage reading and learning different languages. (*see below, section i*)
8. **Plurilingual student support**: provide additional support to students who speak more than one language at home so that they feel valued and respected for their linguistic diversity.

By implementing these strategies, you can make languages more visible in the school environment, promote linguistic diversity and create an inclusive educational environment that celebrates different languages.

## g. Poster



We think that the school should display and hang posters showing that the school is open to all languages and that they are all welcomed within the school boundaries.

With those posters, the families will feel welcomed when entering the school, the children will feel they belong and that their identities are respected.

Those posters can be in multiple languages. You can also have the same poster in several languages. You can present where the languages present in the school are spoken around the world. The ideas are numerous and we give you some hereunder and [on our website](#).

These posters demonstrate how schools can visually welcome and celebrate diverse languages spoken by their students. By prominently displaying such posters, schools can foster an inclusive environment that values linguistic diversity, making students, parents and school staff feel respected and acknowledged.

### Example 1

- a. <https://shorturl.at/9NrG9> (from Unesco source)



*Photo: Unesco*

The poster illustrates how 2 individuals (parent/teacher) can speak different languages, and still be at an equal level while communicating effectively to each other, with respect and other core values.

### Example 2

<https://shorturl.at/Cjima>

Each kid can choose their spoken language, and express them on the poster. Then, the teacher can understand the linguistic and cultural differences and adapt better to each kid and their family.



Photo: [lararforlaget.se](http://lararforlaget.se)

Here is a website where schools buy posters:

<https://shorturl.at/v28Py>

Here you can find editable versions of the above and additional editable posters that can be used to promote that languages are welcome.

English versions: [https://drive.google.com/file/d/12hmb4\\_K-nFAqIKve1DBJbXX4n6mBAqtJ/view?usp=drive\\_link](https://drive.google.com/file/d/12hmb4_K-nFAqIKve1DBJbXX4n6mBAqtJ/view?usp=drive_link)

Editable versions:

[https://drive.google.com/file/d/1fJ7cBU1hd3z\\_3oOpcyVSuUBCWRwzEuO/view?usp=sharing](https://drive.google.com/file/d/1fJ7cBU1hd3z_3oOpcyVSuUBCWRwzEuO/view?usp=sharing)

Other resources can be found at:

<https://shorturl.at/wVA56>



## h. Running a multilingual session



Presentations in multiple languages are crucial in fostering effective communication and engagement between school staff, teachers and parents, especially in multicultural communities. These presentations are beneficial during parent-teacher meetings, school assemblies, and celebratory events where parents are invited. By accommodating the linguistic diversity of parents, schools can ensure that all families feel included and informed, enhancing their ability to support their children's education. Multilingual presentations demonstrate respect for cultural diversity and promote a more inclusive school environment, strengthening the partnership between parents, teachers, and school staff.

It is also important to keep in mind that families who do not speak the school language are also coming from different cultures. The references that we would have may be completely unknown to them, so clear and simple explanations are a necessity.

Below are a few tips that can help to foster a more inclusive school community. These practical tips provide guidelines for organising multilingual presentation sessions. They help ensure that information is accessible to all parents, regardless of their primary language, thereby enhancing engagement and understanding between the school community and the parents. This helps to foster a more inclusive and supportive environment for students. By implementing these strategies, schools can better connect with all families, encourage active participation, and create a welcoming atmosphere for everyone involved.

### **Using an Interpreter**

The school can contact an interpreter speaking the same language as the students/parents. The outside interpreter is a better option than a child or a connection of the family as he/she is neutral and not part of the families' circles.

### **Simplified and short wording/presentation**

Using ([Plain Language](#)) or simple words can help parents whose first language is not the same as the presentation language to understand better. (Please note that while everyone's attention span is different it is proven that the average human is only able to focus and concentrate 15-30 min in his/her mother language - this decreases when the information is given in another language or for persons with various learning disabilities then around 10 min).

### **Using visuals/images.**

Visual aids can help bridge language gaps and make the content more accessible.

### **Engaging by asking questions and providing answers with group activities.**

Involve parents by asking questions and encouraging group activities.

This interactive approach helps ensure the understanding of the message and it keeps parents engaged.

### **Using examples.**

Provide concrete examples to illustrate key points. This helps clarify information and make it more relatable. You must keep in mind that parents are coming from another culture and may not have the same references than you have.

### **Following up by sending the documents/ presentations by email.**

Sending follow-up documents and presentations by email in multiple languages can be of help. This allows parents to review the information at their own pace and share it with family members who might not have attended. It can also allow for people to translate what they did not understand and /or was too embarrassed to ask for clarification.

### **Having breaks.**

Schedule breaks during longer presentations in order to give parents time to process the information and ask questions.

### **Having smaller groups at once.**

Organise smaller group sessions to facilitate better interaction and ensure that everyone has the opportunity to participate and ask questions. This also helps parents to feel more

comfortable and gain more confidence and not be embarrassed by their inability to understand.

**Having few external distractions.**

Choose a venue that has minimal or no external distractions such as construction nearby or train passing by etc. This will help parents to focus better on the presentation and what is being said.

**Have extra 5 min for individual questions**

If there are large groups and there is an extra minute for parents that do not understand to ask questions.

**Use of Technology**

The use of translation apps or programs such as AI can provide real time translation during the presentation. This is especially beneficial in large groups where it is difficult to address everyone in their preferred language.

Technology such as Zoom, Teams and Google Meets can also facilitate smaller groups online if it is the choice of the schools and be able to break out in different languages.

### i. Setting up a multilingual library



A multilingual library is a space that has a wide variety of materials and resources in different languages, with the objective of serving the reading needs of a diverse and multicultural community. These libraries offer books, magazines, newspapers, films and other materials in several languages, thus promoting linguistic and cultural diversity and facilitating access to information for people of different nationalities and backgrounds.

Multilingual libraries in schools are of utmost importance as they foster cultural and linguistic diversity, promote the inclusion of students from different backgrounds and facilitate access to a wide range of educational resources in various languages. In addition, they help enrich the vocabulary and understanding of different languages, which contributes to the overall development of students and their preparation for a globalised world.

Below are some considerations for establishing a multilingual library in the school: (<https://www.multilingualism-in-schools.net/the-multilingual-childrens-library/>)

Consider the context of the school: take into account the different cultures and languages surrounding the school, which often depends on the context of the neighbourhood. This is done in order to meet the needs of all families and to enrich the school.

Other data to take into account (in addition to the languages spoken in the school) are: (a) The ages of the children attending the school: so that the books are appropriate. (b) The number of students attending: to calculate the size of the library.

It is important that everyone feels "equal protagonist", so it can work to have the materials and posters in different languages, or at least among the most spoken within the school.

Promote the library to families: the library needs to be made known. The most powerful tool for promotion is usually word of mouth among families.

It can be interesting, and contribute to integration, that the families themselves bring books in their home tongue, this will strengthen the feeling of belonging and encourage motivation in involvement.

Establish motivational reading initiatives within the library, such as a "Reading passport" carried out at Sheffield's Multilingual Children's Library. ([see our website](#))

Build a warm and welcoming atmosphere: Keep in mind that the multilingual library is also a meeting space, and an opportunity for families to socialise, as it offers the possibility to establish bonds and connections; it is therefore worth taking a few minutes to build a caring space.

Given all the above, the benefits of a multilingual library for plurilingual students and families are very significant. First, it provides access to a wide range of resources in different languages, allowing families to maintain and foster their native languages. This is crucial for preserving cultural identity and strengthening family ties. In addition, a multilingual library offers the opportunity to explore new cultures and traditions through literature and other materials in different languages, which enriches children's learning experience and promotes cross-cultural understanding.

In short, a multilingual library is an invaluable resource for plurilingual families, providing them with the opportunity to connect with their cultural roots and explore the world through different languages.

You will wonder how and where to find the books. This is where your relationships with the families are important. You can ask them where to find them, what type of books are important in their countries. Parents can also provide you with books when travelling back to their home countries. It is important to know how books are important in their countries and what type of books are being used. Keeping in mind that in some cultures, there are no written stories and that the tradition is an oral tradition.

## j. (Special) Forms in several languages



In all the schools, information is given through various forms and documents to the parents. It is important for good communication that the parents understand what you are asking them and what is happening in the school. Having forms in languages that they can understand and the reasons for the information is of vital importance for the well-being of the children. We are suggesting here a couple of forms which you can use that are available freely on our website.

In addition, you can use the following template in the different home languages of the school families to share any information:



The forms and information that the schools are sharing with the families are about various topics. We have put links [on our website](#) about forms which already exist in some countries and are freely available.

Hereunder are a few other examples:

### a. About health check



School health check-ups aim to promote, protect and preserve children's health. The aim is to evaluate and analyse children in order to ensure that their development is correct.

This may be obvious for us as we know the system, however for families coming from other cultures and who do not master the school language, there is a need to have clear information. There is a need to dedicate time to communication about these check-ups. Normally this communication is done in the language of the school, either in physical format (paper) or in digital format (web page).

Communicating about health checks done in schools with multilingual families can be challenging, but it is critical to ensuring the health and well-being of students. Here are some suggestions for addressing this issue:

1. Use multiple languages: Ensure that health check information is available in several languages used by students' families. Typical brochures, posters or e-mails can be provided in different languages to facilitate understanding.
2. Clear and simple communication: It is important to use clear and simple language when communicating health check information. Avoid using complicated medical terms and make sure that the information is easy for everyone to understand.
3. Use visual aids: In addition to written text, consider including images or graphics that can help convey information visually. This can be especially helpful for families with language barriers.
4. Offer additional support: If possible, additional assistance can be provided to families who may have difficulty understanding health screening information. This could include face-to-face briefings or the availability of bilingual staff to answer questions.

5. Encourage active participation: Encourage families to actively participate in the health check process by letting them know how important this check-up is to their child's health. Informational meetings or question-and-answer sessions can be organised to address any concerns they may have.

However, the medical check-up is different from country to country, e.g. in Sweden school nurses are responsible for students' medical intervention and well-being, including medical, psychological, psychosocial and special education interventions. So, what can be expected from schools is:

- Expect at least 2 to 3 health talks with the nurse.
- Expect vaccination consent forms to be sent home when the child is eligible for the vaccine
- Expect written and verbal communication if there are any signs or problems regarding your child's health and well-being.

In summary, effective communication with multilingual families about school health screening requires empathy, clarity and adequate resources to ensure that all parents and guardians understand the importance of this process to their child's well-being.



## b. About school fêtes



Inviting plurilingual families to school festivities is important for several reasons:

1. Inclusion and diversity: Inviting plurilingual families to school festivities shows a commitment to inclusion and diversity. By welcoming people from different linguistic backgrounds, it creates a welcoming and respectful environment for all members of the school community.
2. Celebrating diverse cultures: School festivities are an opportunity to celebrate and learn about the different cultures represented in the school community. By inviting plurilingual families, cultural exchange is encouraged and students' educational experience is enriched.
3. Strengthening relationships: Inviting plurilingual families to school festivities helps strengthen relationships between the school, families and the broader community. This can create a sense of belonging and collaboration that benefits everyone involved in the students' education.
4. Promoting language learning: By inviting plurilingual families, the value of multilingualism is promoted and interest in learning new languages is encouraged. This can inspire students to appreciate linguistic diversity and develop intercultural communication skills.

In short, inviting plurilingual families to school festivities is a way to promote inclusion, celebrate diversity, strengthen relationships and foster intercultural learning. It is an opportunity to build a more welcoming, vibrant and enriching school community for all its members. And it also helps develop better and stronger relationships between the school and the families and improve the communication.

Here are some tips for inviting multilingual families to school festivities:

1. **Use multiple languages:** Prepare the invitation in multiple languages to ensure that all families can understand it. Include the most common languages spoken by families in the school community. - you can refer to the registration form where parents had to tell which languages they speak.
2. **Clearly communicate details:** Make sure the invitation includes clear information about the date, time, location and activities of the festivities. This will help families know what to expect and how to prepare for the event.
3. **Provide translation or interpretation:** If possible, offer translation or interpretation services during the festivities to help plurilingual families fully participate in activities and communicate with other attendees.
4. **Promote cultural diversity:** Highlight the cultural diversity of your school community in the invitation and during the festivities. Encourage families to share their traditions, customs and typical foods to enrich everyone's experience.
5. **Offer materials in multiple languages:** If you are distributing brochures, programs or other materials during the holidays, be sure to have different language versions so that all families can access the information.
6. **Facilitate interaction between families:** Organise activities or games that encourage interaction between families from different language backgrounds. This can help create connections and promote an inclusive and welcoming environment.

By following these tips, you can effectively invite multilingual families and ensure that everyone feels welcome and can fully enjoy the school festivities.



### **c. About inspection**

In school, teachers are inspected. This may not happen in every country. This is an important part of their job and often the students are told in advance. It is important for the school to let the parents know about those important steps for the teachers and to explain what it is. In doing so in several languages, you will help the families have a better understanding to the running of the school

## **C - Where Plurilingual Parents can be involved**



It is important to let the parents know that they can and maybe that they should be involved in the academic life of their children. They have to know that they can take part into the life of the school itself as a member of the Parents' Association or creating and participating in the Parents' Café. However, when parents come from a different culture, they can feel insecure about what they can, should or must be doing. They also do not know what a Parents Association is or even a Parents' Café. Take time to explain to them in a language they can understand.

### k. Parents' insecurity



#### **Understanding the Challenges: Why Parents with Different Language and Cultural Backgrounds Often Feel Insecure About Attending Parent Meetings**

Creating inclusive and accessible communication materials is crucial for fostering a welcoming school environment. To achieve this, it is essential to understand the challenges and reasons why parents from different language and cultural backgrounds often feel insecure about attending parent meetings and other meetings with school staff. Those reasons can be:

- **Language Barriers:**  
Many parents may not be fluent in the primary language used at the school. This can lead to misunderstandings and a feeling of being unable to express their concerns or understand what is being discussed.
- **Different Educational Values:**  
Cultural differences in educational values and practices can make some parents unsure about what is expected of them or how to interact with school staff effectively.
- **Fear of Judgment:**  
Parents might worry about being judged for their language skills or cultural differences. This fear can prevent them from participating fully or even attending meetings at all.
- **Lack of Understanding:**  
Cultural differences can result in a lack of understanding of the school's expectations, the purpose of the meetings, or the educational system in general. This can make them feel out of place or unsure about how to contribute.

- **Insufficient Support Systems:**  
Without adequate support systems, such as interpreters or culturally sensitive communication materials, parents may feel that attending meetings would be futile or too challenging.
- **Being illiterate:**  
Some parents are not literate and their dream is for their children to be able to read and write. Being aware of their inability to read and write, they feel insecure on how to deal with the school.

## I. Parents' Association



The school's Parents' Association plays a crucial role in the school community. It is an instrument that favours the inclusion of all types of families in school life, fostering factors such as:

1. **Collaboration:** The association allows close collaboration between parents, teachers and school management to work together for the benefit of students.
2. **Active participation:** Parents can actively participate in their children's school life, getting involved in activities, events and important decisions.
3. **Emotional support:** The association can serve as an emotionally supportive space for parents, providing a place to share experiences and concerns.
4. **Communication:** The association can facilitate communication between the school and parents, keeping them informed about school events, educational policies, and opportunities for involvement.

In the case of plurilingual families, the school's parent association can play an important role in promoting linguistic and cultural diversity. Some ways in which the association can support plurilingual families include:

1. **Facilitating communication:** The association can ensure that important information is communicated in multiple languages to ensure that all families can access it.
2. **Celebrating diversity:** Organising events and activities that celebrate the different cultures and languages represented in the school community can help create an inclusive and welcoming environment for all families.

3. **Offer language support:** The association can work with the school to provide language support to families in need, whether through translations, language classes or educational resources in different languages.
4. **Encourage cultural exchange:** Promoting cultural exchange among plurilingual families can enrich the educational experience for all students and foster respect for diversity.

Introducing the Parents' Association to multilingual families can be a great way to promote inclusivity and encourage their participation. Here are some tips on how to introduce the Parents' Association to multilingual families:

1. **Multilingual Communication:** Ensure that all communication about the Parents' Association is available in multiple languages. This can include flyers, emails, newsletters, and social media posts translated into the languages spoken by the diverse families in your school community.
2. **Welcome Event:** Organise a welcome event specifically for plurilingual families to introduce them to the Parents' Association. Provide information about the goals, activities, and benefits of being involved in the association in a welcoming and inclusive environment.
3. **Language Support:** Offer language support during meetings and events by providing interpreters or translated materials. This will help plurilingual families feel more comfortable participating and understanding the discussions.
4. **Cultural Exchange:** Encourage cultural exchange within the Parents' Association by celebrating different traditions, languages, and backgrounds. This can help create a sense of belonging for all families, regardless of their linguistic background.
5. **Personal Invitations:** Reach out personally to plurilingual families to invite them to join the Parents' Association. Explain the importance of their involvement and how their unique perspectives can contribute to the success of the association.
6. **Collaboration with Community Organizations:** Partner with community organisations that work with plurilingual families to help spread awareness about the Parents' Association and encourage participation.
7. **Feedback Mechanism:** Establish a feedback mechanism where plurilingual families can share their thoughts, suggestions, and concerns about how the Parents' Association can better meet their needs and engage them effectively.





By taking these steps to introduce the Parents' Association to plurilingual families in a thoughtful and inclusive manner, you can help create a more diverse and vibrant school community where all families feel valued and empowered to participate.

In addition, you can use the template shown in section j (*special forms in several languages*), and adapt it in order to invite families to the parents' association.

Ultimately, the school's parent association can play a key role in supporting plurilingual families and promoting an inclusive school environment where all voices are valued and respected.

### m. Parents' Café



Parents Café is a welcoming space for parents to meet and connect with other families, and learn more about the school system. Open to everyone but particularly focusing on plurilingual families it offers a platform for discussion, communication and learning. Parents Café aims to empower parents with knowledge, foster a supportive community, and help them confidently navigate their children's educational journey. It's a valuable resource for building networks, understanding school and parent expectations, and enhancing the overall parental role in education. We suggest looking on our website for detailed information about Parents' Café

Parents Cafe are:

- Intercultural “Cafe” style events that can be hosted in the school building or another location. Bring tea, coffee or cakes!
- An event where at least 1 school staff can be present to answer questions or feedback to the school.
- Parents Cafe's should be planned for and with parents' needs. The number of events in the Cafe is up to the group! Each session can have a specific theme: *“Navigating the School System in a New Language”*, *“Understanding the school system is Sweden, France, Cyprus, Germany + Spain”*, *Potluck/Bring and Share - sharing the cultures outside the classroom.*

### Parents Cafe Example Session

**14:00 - 14:15**

#### **Welcome and Arrival**

*Tea and Coffee available, name badges, leaflets about Tonga.*

#### **14:15 - 14:45 - Introduction/Presentation on who were are?**

*Tonga project + individual presentations (Name, number of children, languages spoken if comfortable sharing).*

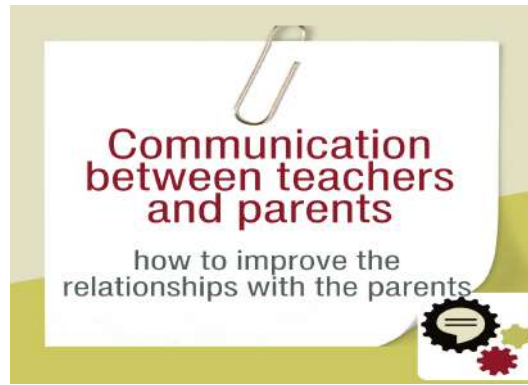
#### **14:45 - 15:15 - Activity**

*Chosen by organisation/facilitators, an activity that gets the group connected. Stimulates conversation and involves the school staff*

#### **15:15 - 15:30 - Next session?**

Planning, evaluation of the activity, questions + answers.

## **D - Parents and teachers' communication**



When it comes to communicating with the families and the parents, teachers are in the first place. A lot of the information that the school is passing on the families is done through the teachers who give the information to the children who then have to pass it on to their parents.

A major survey done by the European commission shows that the relationships between schools and families are weak and need to be reinforced. If you wish to read about the project, it is here:

[https://parents.ecml.at/Home/read\\_more/tabid/4297/language/en-GB/Default.aspx](https://parents.ecml.at/Home/read_more/tabid/4297/language/en-GB/Default.aspx)

## n. Relationships between parents and teachers



Teachers are usually the first person that parents are contacting.

### a. Understanding what parents expect according culture

As a teacher, it is important to understand what parents are expecting from the school. In fact, when families come from other cultures, the school has a different representation than the one we are used to. To improve the communication, you can have with the parents of your students, it is important to keep in mind that:

- school and formal education have a different meaning for them;
- parents can consider school and teacher are “unreachable”;
- parents may not dare to come and ask you question as they may be ashamed.

It is also important to remember that parents expect their children to be in a safe environment, that they are going to learn and study.

Parents from migrant origin often hope that school will help their children have a better life than they did.

“Parents who themselves often have had very little formal education, entrust their children to the schools and the *experts* whom they feel know better than they how to educate their children. We know that children from cultures where parents view their role as non-interventionist in nature can attain high levels of academic achievement (Gibson, 1988).”<sup>1</sup>

As a teacher, you should value the parents even if they have expectations which are completely different from the one you are used to.

---

<sup>1</sup> <https://www.idra.org/resource-center/obstacles-to-immigrant-parent-participation-in-schools/>

## b. Explaining what the school expects



To effectively communicate what is expected from parents and how they can best support their children, school staff can use a clear, respectful and collaborative approach. Here's a structured way to convey these expectations and promote a partnership between parents and the school.

- General instructions for teachers
- A handout with key points which teachers could provide to parents.

### General Instructions for Teachers

#### 1. Introduction and Welcoming Environment

- **Welcome Message:** Start with a warm welcome to make parents feel valued and integral to the school community.
- **Purpose:** Clearly state the purpose of the meeting or communication, emphasising the importance of parental involvement in their child's education.

#### 2. Presentation and Communication Tips

- **Clarity and Simplicity:** Use clear and simple language, avoiding educational jargon that might confuse parents.
- **Interactive Sessions:** Hold workshops or Q&A sessions to allow parents to ask questions and share their concerns. Use an interpreter to bridge the communication with families, who do not speak the school language.
- **Written Materials:** Provide handouts or digital resources summarising key points for parents to refer back to (see an example below).

#### 3. Effective Communication with Teachers

- **Regular Communication:** Urge parents to maintain regular contact with teachers through emails, school apps, and parent-teacher meetings.
- **Sharing Information:** Highlight the importance of informing teachers about any specific needs or challenges their child may have.

#### 4. Staying Informed and Involved

- **Volunteering:** Invite parents to volunteer for school events and activities, stressing the positive impact of their involvement.
- **Staying Updated:** Urge parents to read school newsletters and follow the school's updates to stay informed about events and important information. Point out that parents can use the translation options of available school apps.

#### 5. Creating a Positive Learning Environment at Home

- **Study Space:** Encourage parents to set up a quiet, organised space at home for their child to study and complete homework.
- **Routine Establishment:** Explain the benefits of a consistent daily schedule for homework, meals, and bedtime.

#### 6. Encouraging Independence and Responsibility

- **Ownership of Tasks:** Advise parents to let their children take responsibility for their homework and school duties.
- **Guidance over Solutions:** Recommend guiding children in problem-solving rather than providing immediate answers.

#### 7. Fostering a Love of Learning

- **Reading Together:** Suggest that parents spend time reading with their child every day to foster a love for books and learning. (in both school and home language, if possible)
- **Interest Exploration:** Encourage parents to support their child's hobbies and interests to enhance their natural curiosity.

#### 8. Balancing and Setting Boundaries

- **Screen Time:** Advise parents to monitor and limit their child's screen time, promoting healthier alternatives.
- **Playtime:** Encourage parents to ensure their children have time for free play and physical activities.

#### 9. Being a Role Model

- **Lifelong Learning:** Encourage parents to model a love for learning by engaging in educational activities themselves.
- **Positive Attitude:** Stress the importance of a positive attitude toward school and learning.

#### 10. Teaching Respect for Teachers and Authorities

- **Respecting Authorities:** Advise parents to talk to their child about the importance of respecting school authorities and rules. This helps create a safe and supportive learning environment.
- **Respect for All Teachers:** Encourage parents to explain to their child the importance of respecting all teachers, regardless of whether they are male or female. Respect should be based on their role and efforts to help students learn.

#### **11. Breaking Down the Hierarchy: Promoting a Partnership**

- **Mutual Respect:** Emphasise that teachers and parents are partners in education, each bringing valuable insights and expertise.
- **Open Communication:** Encourage an open, two-way communication channel where both parties feel heard and respected.
- **Collaborative Approach** Advocate for a team-oriented approach reinforcing that the child's success is a shared goal.

By approaching this conversation with respect, clarity, and a collaborative spirit, school staff can effectively engage parents, making them feel like valued partners in their child's education.

Find flyers [on our website](#)



### c. Explaining what the school expects from the children



**Introduction:** By explaining classroom expectations to parents, teachers create a cohesive and supportive environment that benefits students' behaviour and learning. This communication fosters a partnership between home and school, promotes student responsibility, builds trust, and prevents misunderstandings. It's an essential component of effective teaching and classroom management.

**Here is a set of points about School Expectations and how teachers could talk about it with parents.**

We are delighted to have you here today to discuss our classroom expectations and how you can support your child's success at school. Here are some key points we want to share:

#### 1. **Sitting Down During Class**

- **Expectation:** Students should remain seated during class unless given permission to stand or move.
- **Reason:** This helps minimise distractions and ensures that all students can focus on the lesson.

#### 2. **Asking to Go to the Bathroom**

- **Expectation:** Students should raise their hand and ask for permission to leave the classroom for the bathroom.
- **Reason:** This helps the teacher keep track of where students are and ensures that class time is used effectively.

#### 3. **Participating in Class Discussions**

- **Expectation:** Students are encouraged to raise their hand and wait to be called on before speaking.
- **Reason:** This ensures that everyone has a chance to participate and that conversations are orderly and respectful.

#### 4. **Following Instructions**

- **Expectation:** Students should listen carefully to instructions and follow them promptly.
- **Reason:** This helps the class run smoothly and ensures that everyone understands what they need to do.

#### 5. **Completing Assignments**

- **Expectation:** Students are expected to complete and turn in their assignments on time.

- **Reason:** This helps students practise and reinforce what they have learned and allows teachers to assess their understanding.
6. **Writing Down What Has to Be Written**
- **Expectation:** Students should write down notes, homework assignments, and any important information given by the teacher.
  - **Reason:** Writing things down helps students remember and stay organised, which is crucial for their academic success.
7. **Respecting Others**
- **Expectation:** Students should be respectful to their peers, teachers, and school property.
  - **Reason:** A respectful environment is essential for learning and helps everyone feel safe and valued.
8. **Being on Time and Never Missing School Without a Reason**
- **Expectation:** Students should arrive to class on time and not miss classes without a reason.
  - **Reason:** Being on time and not missing classes shows responsibility and also respects others' time. It helps students learn better and prepares them for the future. Your help in making sure your child is on time is really important.

We appreciate your support in reinforcing these expectations at home. By working together, we can help your child succeed academically and develop important life skills.

(Feel free to customise this according to specific needs and preferences).

#### d. Sending notes to the parents - inviting them



Using an invitation form for a parent(-teacher) meeting in the various languages is a good start in creating more inclusive and welcoming communication. Here are some tips for teachers to consider when writing an invitation form for multilingual families:

- **Clarity and Simplicity:** Use clear and simple language to ensure the message is easily understood when translated.
- **Essential Details:** Include all necessary information such as date, time, location, purpose of the meeting, and any specific actions required from the parents.
- **Multiple Formats:** Offer the invitation in multiple formats (printed, digital, etc.) to accommodate different preferences and accessibilities.
- **Linguistic Inclusivity:** If you are already aware of the linguistic backgrounds of the families in the class, use those languages for your translation. It demonstrates the teacher's commitment and effort to inclusivity by using those specific languages in the translation.
- **Translation Needs:** Include a question or opportunity for parents to indicate if they need a translator during the parent meeting, ensuring that everyone can fully participate and understand (cf. example below)
- **School App Translator Function:** Highlight the translator function of the school app (if available), to make it easier for parents to access information in their preferred language.

## o. Knowing and using the languages present in the classroom



To identify the home languages spoken by children as well as their language skills and language practices at home is a valuable resource that can enhance communication, support learning, and foster a more inclusive school environment.

### **Understanding which languages children speak at home is crucial for several reasons:**

- **Cultural Sensitivity**

Acknowledging and respecting a child's home language fosters a culturally inclusive classroom environment. This recognition validates the child's cultural identity and can enhance their sense of belonging and self-esteem.

- **Identifying Learning Needs**

Sometimes, difficulties in learning may be wrongly attributed to cognitive or behavioural issues when they are actually related to language proficiency in the school language. Awareness of the home language can help in distinguishing between language acquisition issues and other learning challenges.

- **Social and Emotional Support**

Children navigating multiple languages and cultures might face unique social and emotional challenges. Teachers informed about their linguistic backgrounds can better support these students, fostering an environment where they feel understood and accepted.

- **Resource Allocation**

Schools and districts can use data about home languages to allocate resources more effectively, such as hiring bilingual teachers, creating dual-language programs, and providing appropriate learning materials.

- **Equal Chances for plurilingual students and their families**

By providing content in multiple languages, referred to the home languages of their students, schools can better support the diverse linguistic backgrounds of their communities, ensuring that all students and their families have equal access to information and educational opportunities. This approach not only helps students feel more connected and engaged but also empowers parents to participate more fully in their children's education, thus creating a more cohesive and supportive learning environment.

### **However!**

Students and their families sometimes feel ashamed of their heritage, home languages, and cultures, which can lead to discomfort when schools inquire about these aspects. This reluctance can stem from a fear of judgement or discrimination, making it challenging for educators to gather accurate information. Additionally, students and parents often feel ashamed if they do not speak the school language well or because of their accents, which can further hinder an open communication about plurilingual practices at home.

Therefore, teachers require a high degree of sensitivity when collecting information about it. They also need to explain **why** they are interested in knowing more about the home languages of their students, for example:

- in order to refer to home languages and family traditions at classes and school projects
- to better understand students and support them emotionally
- to use the plurilingual competence of children within the school community (but not as interpreter between school and parents)

### **How to identify the languages spoken by children at home?**

School staff can employ several strategies to collect information on the languages children speak at home:

1. **Language Survey Forms:** Distributing language survey forms to parents at the beginning of the school year is a common practice. These forms typically include questions about the languages spoken at home, sometimes also about the proficiency level in each language, and any additional information that might be relevant.
2. **Parent-Teacher Conferences:** During parent-teacher conferences, teachers can directly ask parents about the languages spoken at home. This can provide an opportunity for more detailed discussions and clarification if needed. However, it is crucial to explain to parents why you are interested to know more about the home languages spoken in the family and provide a positive signal that the plurilingual competences of the students are valued.
3. **Informal Conversations and Multilingual spaces at school to explore and talk about home languages and plurilingual practices:** Teachers and school staff can engage in informal conversations with students and their families to learn more about the languages spoken at home.

Creating informal multilingual spaces at school involves organising activities and events that celebrate and incorporate the diverse languages spoken by families. Schools can host multicultural fairs, language exchange cafes, and storytelling sessions where parents and students share tales in their native languages. Teachers and staff can learn basic greetings and phrases in various languages to use during daily interactions, fostering a welcoming environment. Additionally,

providing multilingual signage and resources, and encouraging parents to participate in school activities using their preferred languages, helps build rapport and acknowledges the value of their plurilingual practices. This approach not only supports language diversity but also strengthens the connection between families and the school community.

### **a. Language portrait**

To get interested in the children's languages and understand what those languages mean for them, there are several activities which can be done in the class.

The most known is the language portrait.

The language portrait helps to raise awareness of the languages used. It allows one to visualise the languages of one individual. It all started at the beginning of 1990's with Birgitta Busch<sup>2</sup> who was interested in mapping the languages on the body.

The idea is to use the silhouette of a human body and to colour in the various languages that you speak linked to the feelings and ideas you have about each of your languages.

The language portrait is another manner to represent the language repertoire of the children. It will help you as a teacher to understand the linguistic practice of the children as well as the emotional language experience (Busch, 2018). It is not a tool box of the languages of the children, but rather the presentation of what the languages they children know mean for them and the relationship they have with them. When asking children to portrait their languages, it is interesting to talk with them about those portraits, why they put such languages at such places in their body silhouette and why they used such or such a colour. It is a way for you as a teacher to start a conversation about the languages of the children and understand them better. Those languages are part of their identity. You can ask them why they put such a language in such a part of their body, why they choose such a colour, etc.... all those questions will help you understand what those languages mean for the children and how they use them.

According to the age of the pupils, those language portraits can help explore language ideologies, language attitudes.

When doing this activity of language portrait, it is important to give as little instruction as possible. It is important to let the children choose one colour or several colours. To let them add stripes, circles, dots... if they feel like it. The only thing to say would be: I would be interested in knowing where you put all your languages on this silhouette. It is important to let them know there is no right way, or no wrong way to do it.

---

<sup>2</sup> [https://heteroglossia.net/fileadmin/user\\_upload/publication/busch18\\_The\\_language\\_portrait\\_copy.pdf](https://heteroglossia.net/fileadmin/user_upload/publication/busch18_The_language_portrait_copy.pdf)

When discussing about those portraits, you could, for example, ask:  
 whether there are languages they did not add and why;  
 where do they use the languages, they put and why those colours;  
 can they speak, understand, read and write in all the languages represented.

Here are some silhouette which are commonly used others can be found on our website



And this is what they can look like when the children have coloured their languages. A language portrait means to put into a drawing the importance of all these languages for you. It's showing what the languages mean to you in one single drawing. Indeed, we all have a language of heart, it is often our mother tongue, the one we learned with our parents. There is the language we use in society. There is the language we use in school. To these, we can add the language of the person we love, the one of our in-laws, the one of the country where we live, the languages we have learned at school, the languages we have encountered in our travels, in our expatriations... those that have remained within us, those that we think we have forgotten. We are all dipped into these languages. In the language portrait, languages are not represented according to our skills in the latter, but rather according to our attachment and the meaning they have for us.

Developed by Brigitta Busch, these language portraits enabled teachers and educators to understand the linguistic identity of their learners. They are also used in certain therapies related to migration, inclusion, education... because they allow us to understand part of the history of people and children who are in consultation. They are also very useful to develop language awareness in schools and to enable children to discover that their classmates sometimes speak unfamiliar languages and give them the opportunity to discover them. They are used in many different ways.

You can simply choose to do it for yourself and your family. Because it can help you to better develop the plurilingualism that you want to pass on to your children. How?

You can either draw a character, a figure, that would represent your languages. You can also choose to represent your languages with a flower, a village... You must list all the languages you know and ask yourself questions about them. It is important to take everything into account. This allows you to understand how important these languages are for you. Why are they in my life? Why do I need them? Why do I like them or not? Visualising your languages allows you to take a step back on the bilingualism and/or plurilingualism that you live. These portraits allow us to create the linguistic reality that we had never expressed or that we were not aware of. They are a representation of our language journey at a given time, since our experiences with languages change over time. They give us a picture of our languages, of how we perceive them, of our attitudes towards them.

### **b. Language flowers**

The Language flowers is another way to learn to know which languages are spoken in the class. The idea is to give each pupil a paper petal on which he/she can write or draw about the languages they speak and which are important to them. All the petals will create a big language flower which can be put on the wall of the class or in a vase when adding sticks to each petal

### **c. DLC - Dominant Language Constellation**

Children like to do things with their hands.

They can create their own language constellation with modelling clay. The DLC is a way to visualise your languages in a 3D manner. It is a way of showing the languages you master and how they rotate together.

<https://www.dominant-language-constellations.com/>

### **d. Translanguaging**

Translanguaging is a teaching method that uses the languages of the students to teach in the class. It started in Wales in the 1980's and was re-developed by Ofélia Garcia. The idea of translanguaging is to let the students use all their languages in the learning process in the class. It is a dynamic pedagogical process which helps the students get confidence in their academic learning.

We are providing more information about translanguaging [on our website](#) and modules.



## p. Using the multilingual library



To ensure that the multilingual library is accessible to all children and that they are motivated to use it, it is essential to provide clear and engaging instructions. These instructions should not only guide students on how to navigate and utilise the library but also inspire them to explore the diverse resources available. Below are some key considerations and motivational strategies to achieve this. Those are guidelines which are for public libraries - however they can apply for the school library.

### **Make Multilingual Books Visible**

- Display books prominently in different languages to attract attention.
- Use colourful and inviting posters in various languages to highlight sections of the library.

### **Understand the School Context**

- Consider the languages and cultures of the families at school.
- Ensure the library's resources reflect the diverse backgrounds of the students.

### **Facilitate Access to Resources**

- Ensure that all students know how to find and check out materials.
- Provide simple, multilingual instructions on how to use the library's catalogue and resources

### **Organise Library Orientation Events**

- Organise guided tours to introduce students to the multilingual library and demonstrate how to use it effectively.

### **Create Engaging Library Activities**

- Organise challenging games to motivate children to use and explore the multilingual library.
- For example, conduct library rallies where children search for books in different languages or in their own languages, making the exploration fun and educational.

**Example: Die Freiburger Bücherrallye** <https://www.stadtbibliothek.freiburg.de/-/die-freiburger-bucherrallye>

### **Multilingual Reading Sessions**

- Organise reading sessions where books are read in various languages, including those spoken by students in the class. For example, one week a story could be read in Spanish, the next in Arabic, or others represented in the school.
- This not only exposes students to different languages but also helps them appreciate and become familiar with the languages spoken within the school community.

### **Reading Passport Program:**

- Implement a reading passport program where students get a stamp in their "passport" each time they read a book in a different language/ in their languages.

### **Promotion and Awareness:**

- Promote the library through various channels such as school newsletters, social media, and parent-teacher meetings.
- Ensure that if the multilingual library has an internet page, it is also multilingual, including languages spoken within the school community. This will enhance accessibility and engagement among students and families who speak different languages, fostering inclusivity and promoting the use of the library's online resources.

**Feedback and Suggestions:** give the opportunity for suggestions and feedback. So, if there a specific book or language a student or a parent like to be included in the library create an opportunity to give this suggestion

- **Suggestion Box:** Place a suggestion box prominently in the library where students and parents can write down their book or language requests anonymously.
- **Online Form:** Create online suggestion form on the school's website or library page where families can easily submit their suggestions for new books or languages to be included.
- **Library Newsletter:** Include a section in the library newsletter where families are encouraged to send in their suggestions for books or languages.

### **Sac d'histoires -**

The story bags are an initiative developed in **Switzerland** by Christiane Perregaux- The aim **is to facilitate** the communication with the families via books. Each evening, the children go back home with a bag containing a book, a translation of the book in the school language and if possible a CD with the oral reading of the book. Puppets can be added or a game to add to the story and complement it.

## E - Other school staff - canteen, surgery...



The languages and cultures of the children are ever present in the school; they are part of their identities.

### q. Understanding the various eating habits



If you work in the canteen of the school, it is important to know that migrant families would have different eating habits.

We feel it is important to communicate about the rules of the canteen and why you have to ask children to eat - even if in their religion, it is a time of fasting.

Some children may not be used to some of the food that the canteen is serving, some may not know how to peel an orange for example, it is important that you take time to explain and also send notes to the parents.

As for the menus, it could be a good idea if they are translated in as many languages as possible, but also using icons or pictures could help the parents understand what their children are going to eat as well as for them to tell their children what they are going to find at the school canteen.

**r. Understanding the various religion and their impact**



When you welcome migrant plurilingual families in your school, they are coming from different cultures, and they often also have a different religion. As a sign of respect to them, we would suggest that you accept those religions and do not force yours or the religion of the school on them.