

From:

Sent: 06 September 2011 09:08

To:

Cc:

Subject: RE: Linguistic level to teach L1 at European Schools

Dear Mr.,

I acknowledge receipt of your email regarding the appointment of non native speaker teachers to the Scuola per l'Europa di Parma.

I confirm that the document you attached to your email is the relevant one for the appointment of non native speakers teachers in the ES when Member States cannot second native speakers.

It has been designed for type I ES which are supposed to receive seconded teachers from the Member States according to the needs expressed by the schools and the number of posts approved by the BoG.

Due to the difficulty for some countries to provide enough seconded native speaker teachers, we ask other countries to fill those posts, on a voluntary basis, with non native speakers. It is for the country to verify that the level of linguistic competence is adequate, following the Common European framework of reference for languages. No specific criteria have been fixed by the BoG.

In principle, L1 should be taught by native speakers but it is sometimes not possible to find a teacher.

The possibility of appointing non native speakers is a new provision decided by the Board in 2009 for the type I ES .

The first three years of experience have shown that it works as far as the quality of teaching is concerned but the number of countries willing and able to second non native speaker teachers is not sufficient for filling all the vacant posts.

Thus, the directors are allowed to advertise locally, making all possible efforts to find native speakers especially for teaching mother tongue but sometimes they have no choice but to appoint non natives who have the required competences for teaching and the highest level possible in language , so called nearly native speakers.

The Commission in charge of the appointment of the teachers in Parma (which is a type II school) had clearly in mind the objective of appointing native speaker teachers .The vacant posts were indeed offered to native speakers. Unfortunately, some of them declined the offer. When there were no native speaker teachers available anymore on the "graduatoria" the director had to look for non natives as we have to do in

ES type I in certain circumstances, as explained above. I would also stress that if the level of language is of utmost importance, the pedagogical experience and competences are at least of the same importance.

No responsible director can open a school without the number of teachers necessary to deliver quality teaching to the pupils from the first hour of the school year.

This is what we do in the ES sometimes by appointing non native speakers because of the impossibility of finding native speakers.

I wish to all the stakeholders of Parma School a very fruitful and successful new school year.

Yours sincerely

Renée Christmann