

GUIDELINES FOR PARENT MEETINGS IN DAY CARE CENTERS PRIOR TO SCHOOL ENROLLMENT



GUIDE

Edition
2024



Dear parents, dear educators,

Multilingualism is widespread and part of everyday family life for many: about half of all people worldwide are multilingual. In Germany, too, the number of multilingual people is increasing. In Berlin, almost one in two children grows up multilingual, i.e. uses two or more languages in everyday life. It is also important in our schools to recognize and promote all family languages. For children and their parents, this is a sign of appreciation. When children experience a positive attitude towards their native languages, they also learn to perceive their own multilingualism as valuable. A self-confident approach to one's own linguistic repertoire facilitates the learning of other languages, including the national language.

In our society, it is important to promote children's languages of origin and family from the beginning. With this booklet, you as parents and pedagogical professionals will receive valuable suggestions on how you can promote the versatile language skills of your sons and daughters during their school years. Particularly important in this guide are the addresses of organisations and the points of contact where you can find support and advice.

As an integration officer, I would like to strongly encourage you to work to strengthen your family languages and get organized. In this way, we work together to promote multilingualism in Berlin.

Katarina Niewiedzial
Berlin Senate Commissioner for Integration and Migration

Dear parents and educators,

A milestone was reached with the amendment of the Berlin Schools Act in 2021. It was another important step to recognize Berlin as a migrant society and to see the linguistic diversity existing in this city as a resource for teenagers and therefore to teach it in schools.

Migrant organizations in particular played an important role in this process with their tireless commitment to the visibility and importance of multilingualism in our society.

This booklet is the result of Pankow's specialized event "Eltern-Kita-Schule: Gemeinsam für Sprachenvielfalt in Pankow" ("Parents-Kita-School: together for linguistic diversity in Pankow"), which took place on the occasion of International Mother Language Day in 2022. We are very happy that the brochure can now have an impact beyond Pankow. The booklet is intended to give you the opportunity to prepare for the 2024/2025 school year, openly address and organize the needs of your sons and daughters regarding their linguistic diversity in time.

As the integration office of the Pankow district, we warmly welcome the commitment of Pankow associations to the promotion of linguistic diversity in schools and cordially invite you to read this brochure.

Integration Office of Pankow District Office

**From birth to school
with heritage language**

GUIDELINES FOR PARENT MEETINGS IN DAYCARE CENTERS PRIOR TO SCHOOL REGISTRATION 2024

IF YOU HAVE A CHOICE..



WELCOME

Dear parents, dear educators*,

On 27.9.2021, the Berlin School Act was amended. Section 15 is now entitled "Promotion of bilingualism and multilingualism". This means that children who speak languages other than German in their family can continue to learn this or these languages at school in order to master their original language(s) later on, not only in everyday language, but also in everyday speech and writing. This is new and will not yet be possible everywhere in the same way. But you can do something to ensure that this good new opportunity to promote multilingualism quickly becomes a reality.

That is why, on the initiative of various organisations in the Lingua Pankow network, we have written this guide for you. It is intended to help you to organise parents' meetings about school registration.

We wish the children a good start in this new phase of their lives and you to make good decisions.

Monika, Laura, Rachel and Marita
ORGA Guide Team - Lingua Pankow

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TRANSITION TO SCHOOL: A BIG STEP IN CHILDREN'S DEVELOPMENT

Children have the right to education in Germany. Therefore, these children will now have to attend school, that is, they will have to go to school from August 2024. Until children reach the age of majority, parents are responsible for ensuring that children attend school regularly and also make decisions about their educational trajectory (e.g. school and foreign language choices or elective courses), first alone and then with their children according to their age.



TRANSITIONS IN LIFE ALWAYS HAVE TWO FACES:

“

- a 😊 - Finally a schoolboy! and a 😞 - Goodbye to friends* and anxiety about the unknown, the new.

That's why it's important to prepare for this step. In the last year of kindergarten, this plays a special role in the daycare program. From the beginning, in October, sometimes even in September, it is necessary to register children who by 30.9.2023 will be six years old. Parents in each nursery group should sit down together and think together about who should enroll in school along with whom, so that children don't have to take this big step into new territory alone.

(1) There are only special exceptions justified to this (early school enrolment or postponement). Parents should seek special advice on this.

The role of adults is primarily to facilitate the transition of children at this age. The transition to secondary school is another matter.

We strongly recommend that children are not involved in these explorations before enrolment. Children of this age still need it in a very concrete way.

Similarly, visits to the school in whose catchment area the day care centre is located are not necessarily beneficial, as only some of the children attend school there. There are no catchment areas for day care centres. As kindergarten children still have to be accompanied, this does not play a big role. However, children should be able to go to school independently as soon as possible, without a "transport service".

THE SCHOOL IN CHARGE!

In September, parents receive a letter from the 'competent school'. This is the school in whose circle they live. Each school has a small 'city map' around it and for children who live in this circle, this is the relevant primary school. This is where parents should enrol their children - even if they want a completely different primary school. In this school a place is reserved for the child. The place is guaranteed to the children. Even if the parents want another school for their child, they have to enrol the child in the relevant school and fill in a separate form for the 'desired' school. It then depends on the availability of the necessary place in that school. Some wishes are easier to fulfil, others may be more difficult or uncertain.

THE SCHOOL TODAY

That children learn to read, write and count first in school is not new. But school life and teaching have changed since parents and educators* went to school. Thanks to older siblings, some parents are already familiar with this situation and educators* are also in contact with and aware of the surrounding schools. The framework programmes apply to all Berlin schools. The teachers can determine the teaching methods themselves. The Berlin school is an inclusive school. Children with disabilities are also included⁽²⁾. There are inclusive primary schools that have adapted to special needs³, and there are still places in special schools if parents wish. Schools also have some flexibility, for example in the initial phase of schooling. Schools can organise the first two or three years of the current school year. In pre-schools, it is a mixture of ages. This can be very beneficial for learning development.

Children also learn from children and if they are sometimes the little ones and sometimes the big ones, they can benefit from this change of roles. There are also differences in performance assessment, extra-curricular (day care) support and some schools have particular linguistic, inclusive, artistic or sporting priorities. These specificities can be found on the schools' websites and in the brochure "Schulanmeldung - so geht's! In all Berlin primary schools, additional after-school care is available to allow parents to continue their professional activities. The school can be attended as a reliable part-time school from 7.30 am to 1.30 pm or as a full-time school from 7.30 am to 6 pm. There is also, if necessary, morning and evening care. All children can participate in the free lunch. Schools usually organise open days, during which it is possible to discover the schools. It is important to take advantage of these offers.

(2) Specialist advice is available from the School Psychology and Inclusive Education Advice and Support Centres (SIBUZ) (see appendix) and you should also consult the relevant parent initiatives.

(3) See "School registration - how it works".

LANGUAGES AT THE BERLIN SCHOOL - OUR MAIN TOPIC!

By languages we mean German and foreign languages. For this reason, there are only a few multilingual schools, mostly in the private education sector. In the field of nurseries, too, it is mainly parents' initiatives that set up bi- or multilingual nurseries(4).

In Berlin schools, foreign language teaching regularly begins in the third grade: English and, in some schools, French(5). However, many primary schools already offer early playful English, so that children from families where English is also spoken can receive continuous support in this family language(6).

BILINGUAL EDUCATION

There are some private bilingual schools in Berlin (German-English, French, Russian). In addition, three public primary schools offer German-Turkish literacy and bilingual education (ZWERZ) (7). In these schools, children who do not attend Turkish classes can also participate in a Turkish club. This is a special opportunity for native German children to learn a foreign language in addition to English.

STATE EUROPEAN SCHOOLS BERLIN - SESB

Something very special, unique in Germany, are these schools, which are available in 9 language combinations: German-English, -French, -Polish, -Spanish, -Turkish, -Russian, Portuguese, -Italian, -Modern Greek. These schools, which are organizationally linked to public schools, are all-day schools. They have no catchment areas. There is an admission procedure regarding the German language and the respective partner language. They are particularly interesting for bilingual nurseries.

If there is not an adequate SESB in the district, long distances to school are expected.

(4) In day care centres, the term plurilingualism is rather used to refer to intercultural concepts in day care centres. At school, it refers to speaking or learning more than the national language, German.

(5) This depends, among other things, on a sufficient number of parents (at least 15) choosing this language for their child. If such a learning group can be set up, parents who wish to do so will be happy to enrol their children, so that the offer will become permanent..

(6) A special feature is the German-English John F. Kennedy School in Zehlendorf. Link: <https://jfks.de/?lang=de>

(7) You can find the schools in the brochure "School registration - how it works".

NEW: FIRST LANGUAGE TEACHING SEU(8) - OFFERS TEACHING IN HOME OR FAMILY LANGUAGES

Most heritage languages are only rarely connected in kindergarten and not at all in school. Some of them exist as a second or third foreign language and then the level of linguistic development of pupils* from plurilingual families and German pupils* no longer matches.

But in the meantime, there is a political and social interest in better promoting heritage languages. Multilingualism is now appreciated, as it is also needed in the global world. And there is now scientific evidence that the recognition and promotion of heritage languages enhances rather than hinders the learning development of children. The amended Article 15 of the Berlin School Law reflects this by allowing, under certain conditions, first language teaching and recognition of heritage languages for school certificates. So far, two hours per week are provided for this purpose, usually in the afternoon outside regular classes. At least 12 pupils must be enrolled in such a learning group. Learning groups can be set up after the school management has expressed its needs, if the personal and financial conditions are met. It is also possible to add children from neighbouring schools or to form inter-annual learning groups. The offer has been in place for several years for pupils whose home language is Arabic or Turkish, and now also for Kurdish, Polish, Russian, Ukrainian and Vietnamese (9).

First language teaching is still in its infancy in Berlin. Therefore, parents can get involved even if their children are already at school. It is also possible to start with an after-school group in the afternoon or as a compulsory elective (WUV) in class 5-6, if the school and parents commit themselves to it together.



(8) In some documents, the term 'teaching in the original language' (HSU) is still used.

(9) The schools and languages are listed in the brochure "School registration - how it works"

SCHOOL REGISTRATION - WHAT NEEDS TO BE DECIDED?(10)

In general, Berlin primary schools are open from 7:30 a.m. to 1:30 p.m. for all children. When enrolling, parents must decide whether their child should be seen until 4 p.m. or, because of their employment, from 6 a.m. or 6 p.m. and then apply for the appropriate care bonus. All children can participate in the free lunch. This will also be requested when registering. Parents also have to decide whether to participate in voluntary religion or life skills lessons in Berlin.

If parents wish to have a primary school other than the primary school responsible for their child, they submit the application at the time of school enrollment in the responsible primary school. Whether this wish can be fulfilled depends on whether the place in the desired school is free. To ensure fairness, there are criteria for the admission procedure(11).

Almost as certainly, the responsible school is a place in the school where there are already siblings, because there are close ties with them and it makes it easier for parents to take care of them. However, there are also primary schools with a special school program, such as all-day schools, schools with a focus on music or the arts, or schools with sports-oriented classes and schools with a special language program or offer. Another special feature of Berlin is the community schools, which are inclusive schools from grades 1-10, some even up to the Abitur, in which no additional school change is required. This can be a great relief in the turbulent phase of puberty.

If you do not live in the catchment area of such a school, you must submit a retraining application when registering with the responsible primary school. If other children in the group live in the catchment area of the desired school, friendship between the children (bonding) can be given as an additional reason. It is then useful that the other parents also express their wish to have their child attend the school with this child. Otherwise, they risk being placed in different parallel classes. More than one of the reasons provided for in the School Act or the Primary School Regulations increases the chances of a successful application.

In addition, parents have the opportunity to enroll their children in a private school. These schools collect school fees and decide for themselves which children they accept.

(10) The grounds for a primary school other than the competent one are set out in the School Act § 55a) and in the Primary School Regulations § 4. in the Annex.

(11) see School Law §55a) and the attached Primary School Decree

CONVENTIONAL MEDICAL EXAMINATION

For all children who are subject to compulsory schooling, a compulsory school fitness test is carried out by the Kinder- und Jugendgesundheitsdienst before they start school. Parents will receive further information about making an appointment at the latest when they register for school.

At this test they are also asked which language(s) the children speak in the family in addition to German. It is imperative that they state this. This is especially important because the language(s) spoken in the family have not yet been recorded everywhere at the time of enrolment, as stipulated in § 15 of the School Education Act.

For the school medical check-up, parents must bring the following documents(12):

- **Examination booklet (yellow booklet)**
- **Vaccination booklet**
- **If available, glasses, hearing aids**
- **A questionnaire must be filled in when booking the appointment on the Internet. It is only available in German and English.**

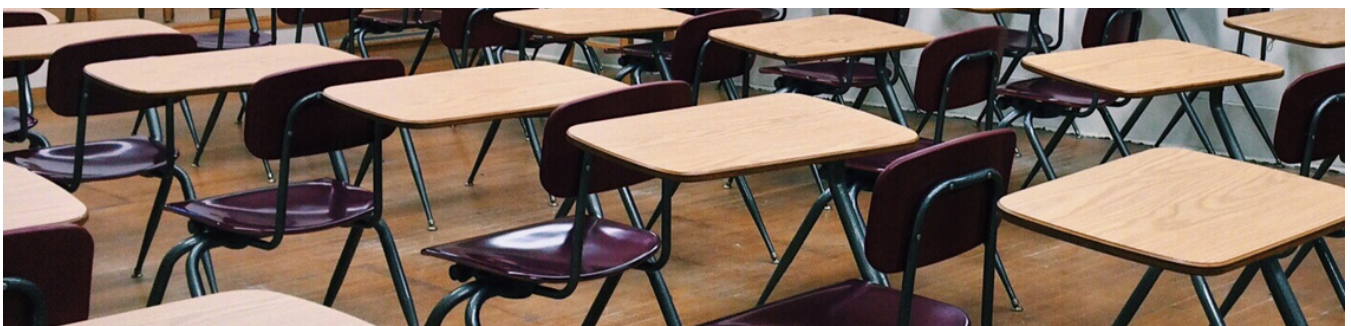
(12) see "School registration - how it works" p.7

PROPOSALS FOR THE PREPARATION AND IMPLEMENTATION OF A PARENT MEETING

Please make sure that all parents receive the current brochure "School Registration - How it works"(13). Unfortunately, the English, Turkish, Arabic and Ukrainian versions are only available as downloads. And if there are parents with a migrant background who are not yet familiar with the Berlin school system, you should also get the brochure "Neu in Berlin", which is available in 9 languages(14).

We recommend that the meeting is prepared together - parent representatives and educators* - and that they support each other during the meeting. If there is an experienced primary school teacher among the parents at the centre, he or she may be able to help prepare and run the meeting.

With the invitation, you ask all parents to identify their school(15) (if the invitation to enrol in the school has already been sent out, the parents already know it) and you invite them to get information about this school from the Senate Administration's school directory and the school's website. The reputation of a school, as heard from friends and acquaintances, often does not correspond to what is important to parents at the moment and sometimes does not even apply anymore.



(13) *Link see material annex*

(14) *Link see material annex*

(15) The link to the relevant school can be found in the annex to the material

PARENT MEETING IN MULTILINGUAL KINDERGARTEN GROUPS, I.E. GROUPS WITH CHILDREN OF GERMAN AND OTHER FAMILY LANGUAGES

Preparation:

Parents whose home language is not German can find out in advance from their school, in the brochure "Schulanmeldung - so geht's" and/or on the Internet about teaching opportunities in their language and bring this information with them.

If there are parents in the nursery group who do not yet speak and understand German well, make sure that language interpreters are present. If the parents themselves are unable to provide someone, you may be able to find parents or carers* from other groups who know the language, or through interpretation in the educational process(16).

Prepare metaplan maps, pencils and glue dots (green, yellow and red). You can already write on the cards the names of the schools that you know are part of the competent or desired schools. This saves time at the parents' meeting.

Plan for a 2-hour event:

Duration	Content	Materials/marks
10 Min.	Welcome, agenda and possible presentation of community interpreters*.	
5 Min.	Invite parents to visit their school.	Write all the "responsible schools" on cards and spread them around the room, for example on tables.

(16) Link in the annex of the material

10 Min.	<p>Question: How do you feel? - in a group - alone</p> <p>Just as parents feel, children might also feel in their new environment. Parents should keep this in mind when making decisions</p>	Parents can sit back down
15 Min.	Introduction to the main theme: preparing for school enrolment	Select and present information from the guide that is relevant to the group
10 Min.	Answering questions or passing them on to volunteers in the form of fact-finding missions	Escriba todas las "escuelas responsables" en tarjetas y distribúyalas por la sala, por ejemplo, en las mesas
5 Min.	Ask the parents to report again to their school: This is the safe school place, which the child will certainly get. Then parents who wish to choose another school for their child move to the school of their choice. The others remain standing	Possibly copy the maps
10 Min.	How do you feel this time? Parents who find themselves alone in front of a school this time can let people know if their child knows other children in their circle of friends or neighbourhood who will also be going to that school.	
20 Min.	<p>Those who are now in a different school from the one to which they belong communicate the reason for their choice:</p> <ul style="list-style-type: none"> a) Siblings in this school b) with his/her best friend in that school (links developed) c) desired community school d) orientation towards music, art or sport e) due to the promotion of the home language (1st foreign language, French, bilingual education, etc. education, ESU heritage language provision, European School) f) public school <p>The parents then receive a card for themselves, on which they write the relevant school and mark it with a green dot. Parents who want another school put an extra dot on their card. If they have found that their chances of admission are fairly good, they mark them with a yellow dot. If their chances are uncertain or bad, they put a red dot. For those who have not yet done so, it is urgent to do so before registering.</p>	

10 Min.	<p>It is not enough to list another school on the application form. Parents need to find out from the school they want what their chances are. There are differences that parents need to be aware of. If there are several justifications for the desired school, this can be helpful.</p> <p>Parents who have not found an offer for their language of origin should find out about ESU from the school concerned, ask other crèches - especially bilingual crèches in the district - whether children of the same language are enrolled there, and contact immigrant organisations in their language group.</p> <p>Conclusion and reference to other themes, e.g. parents' rights and duties at school.</p>
25 Min.	Various

PARENT MEETINGS IN BILINGUAL OR MULTILINGUAL DAYCARE CENTERS

Many parents in their daycare certainly want their bilingual or even trilingual children to be able to continue learning all languages. For English and from 3rd grade onwards, this is possible in many districts. For other languages, there is a new possibility: the teaching of the first language (ESU)(17) of 2 hours per week. It should be possible to establish this in the district, because there is a small group in your nursery every year. If there are several nurseries in your language group, you can exchange ideas and act together. Try to find schools that are accessible to several children, contact the schools and explain your interest. If you have found a school that wants to establish a learning group if it has the appropriate staffing and financial requirements, the school can contact the responsible office in the Senate Department of Education, Youth and Family(18). You can also find out for yourself about the offers in the teaching of a first language in the contact persons listed below or in the brochure "School registration: this is how it works". Even if there is a European School (SESB) of your language in Berlin, the road to school is usually too far for parents. However, it is conceivable that you will contact the district and senate school administration and express interest in a bilingual course at an elementary school. So far, these are only available for Turkish German. Why not also in their languages?

Schedule for a 2-hour event:

Duration	Content	Materials/marks
5 Min.	Welcome, agenda	
10 Min.	Key question: Why did you choose this nursery for your child? Ask parents to write their reasons on cards - only one topic per card. Ask parents to read out their answer(s) and hang the cards on the notice board. Group the answers together.	Cards and markers

(17) Still called 'teaching in the original language' (HSU) in some documents.

(18) Information from Senate Department of Education, Youth and Family in the CONTACTS AND TELEPHONE NUMBERS FOR THE PROMOTION OF FAMILY LANGUAGES page 20.

10 Min.	How important is it for parents to promote bilingualism? Who would like to see the language continued in school?	
20 Min.	<p>Introduction to the main theme: preparation for school enrolment – focus on languages see above</p> <p>Enrolment is always done in the relevant school. The child will certainly have a place there. If parents wish to change schools, they must fill in a request to this effect at the time of registration. If the desired school cannot accommodate a child for reasons of capacity, the parents are informed in April or May and are offered a place in another school.</p> <p>It is not enough to list another school on the application form. Parents need to find out from the school they want what their chances are. There are differences that parents need to be aware of. If there are several justifications for the desired school, this can be helpful.</p>	Select and present information from the guide that is relevant to the group.
10 Min.	<p>Form groups on the possibilities that are relevant to your language group:</p> <ul style="list-style-type: none"> • Teaching foreign languages English or French • German-Turkish bilingual literacy • European School SESB • First language teaching ESU • Private bilingual school • Parents can exchange in their groups what they have found out so far about the relevant offers and opportunities. 	
10 Min.	Ask the groups to present what they have already discovered and what questions remain.	
20 Min.	<p>Agree on the outstanding issues: who is doing recognition, what, with whom and until when.</p> <p>Make a new appointment</p>	Writing on a flipchart or board
5 Min.	To conclude the theme, they ask parents to position themselves in relation to the school (competent or desired) their child should go to	Write all "competent schools" and desired schools on cards and spread them around the room, for example on tables
10 Min.	<p>Question: How do you feel?</p> <p>- in a group</p> <p>- alone</p> <p>Just as parents feel, children might also feel in their new environment. Parents should keep this in mind when making decisions.</p> <p>Parents who find themselves alone in front of a school can try to find other children from their circle of friends or neighbourhood who their child knows and who will also go to that school.</p>	
20 Min.	Various	

MATERIAL ANNEX

Viertes Gesetz zur Änderung des Schulgesetzes Vom 27. September 2021

§ 15 Förderung von Zwei- und Mehrsprachigkeit

(1) Schülerinnen und Schüler, deren Erstsprache eine andere als Deutsch ist, werden mit allen anderen Schülerinnen und Schülern gemeinsam unterrichtet, soweit sich aus Absatz 2 und der auf Grund des Absatzes 4 erlassenen Rechtsverordnung nichts anderes ergibt. Alle von den Schülerinnen und Schülern gesprochenen Sprachen werden bei der Aufnahme in die Schule durch die Schulleiterin oder den Schulleiter oder eine von ihr oder ihm beauftragte Lehrkraft erfasst. Die für das Schulwesen zuständige Senatsverwaltung erhebt landesweit die von den Schülerinnen und Schülern gesprochenen Sprachen als Grundlage für eine faktenbasierte und wissenschaftlich begleitete Förderung von Zwei- und Mehrsprachigkeit.

(2) Schülerinnen und Schüler, deren Erstsprache eine andere als Deutsch ist und die die deutsche Sprache so wenig beherrschen, dass sie dem Unterricht nicht ausreichend folgen können, so dass eine Förderung zu Beginn in Regelklassen nicht möglich ist, können vorübergehend in besonderen Lerngruppen zusammengefasst werden, in denen auf den Übergang in Regelklassen vorbereitet wird. Die Kenntnisse in der deutschen Sprache werden bei der Aufnahme in die Schule durch die Schulleiterin oder den Schulleiter oder durch eine von ihr oder ihm beauftragte Lehrkraft auf Grund wissenschaftlich gesicherter Testverfahren festgestellt.

(3) Schülerinnen und Schüler, deren Erstsprache eine andere als Deutsch ist, erhalten Angebote für ergänzenden Unterricht in ihrer Erstsprache, sofern dies schulorganisatorisch möglich ist. Hierzu können schulübergreifende Lerngruppen gebildet werden. Der Erstsprachliche Unterricht unterliegt der staatlichen Schulaufsicht.

(3a) Alle Schülerinnen und Schüler erhalten nach Maßgabe des Haushaltsplanes Angebote zur Entwicklung von Zwei- und Mehrsprachigkeit, sofern dies gewünscht und schulorganisatorisch möglich ist. In Kooperation mit dem frühkindlichen Bereich soll ein Angebot möglichst durchgängig bis zum Schulabschluss gestaltet sein. Es wird insbesondere von immersiven Sprachlernmethoden sowie von der Möglichkeit, Sachfachunterricht in einer Zweit- beziehungsweise Fremdsprache zu erteilen, Gebrauch gemacht.

(3b) Schülerinnen und Schülern, die mehrsprachig aufwachsen, kann auf Antrag eine nichtdeutsche Erstsprache als zweite Fremdsprache anerkannt werden.

(4) Die für das Schulwesen zuständige Senatsverwaltung wird ermächtigt, das Nähere zu den Voraussetzungen und zur Ausgestaltung des Unterrichts für Schülerinnen und Schüler, deren Erstsprache eine andere als Deutsch ist, sowie zur Förderung der Zwei- und Mehrsprachigkeit für alle Berliner Schülerinnen und Schüler durch Rechtsverordnung zu regeln, insbesondere

1. die Voraussetzungen für die Aufnahme in Regelklassen und in besondere Lerngruppen nach Absatz 2,
2. die Grundlagen und Verfahren zur Feststellung der Kenntnisse in der deutschen Sprache und der Erstsprache,

-
3. die Maßnahmen zur schulischen Integration für zuziehende Kinder und Jugendliche,
 4. die erstsprachlichen, bilingualen und immersiven Angebote,
 5. die Anerkennung einer Erstsprache, die eine andere als Deutsch ist, als zweite Fremdsprache im Sinne des Absatzes 3b,
 6. das zeitweise Abweichen von den Maßstäben der Leistungsbewertung für Kinder und Jugendliche, bei denen das Fehlen hinreichender deutscher Sprachkenntnisse festgestellt ist.

Schulanmeldung - so geht's, Broschüre der Senatsverwaltung für Bildung, Jugend und Familie, erscheint jährlich; Deutsch in gedruckter Fassung erhältlich; Englisch, Türkisch, Arabisch und Ukrainisch nur als Download:
<https://www.berlin.de/sen/bildung/schule/bildungswege/grundschule/anmeldung/>

Informationen über die Berliner Schule: Die Broschüre „Neu in Deutschland“ mit gibt es in neun Sprachen: in Deutsch, Englisch, Arabisch, Farsi, Französisch, Rumänisch, Serbisch, Russisch und Türkisch. Hier ist der Link: <https://www.berlin.de/sen/bildung/schule/berliner-schulen/schulwechsel-nach-berlin/>

Schulgesetz § 55a) Aufnahme in die Grundschule:

<https://www.schulgesetz-berlin.de/berlin/schulgesetz/teil-v-schulverhaeltnis/abschnitt-ii-aufnahme-in-die-schule/sect-55a-aufnahme-in-die-grundschule.php>

Extrait:

Auszug:

(1) Schulpflichtige Kinder werden von ihren Erziehungsberechtigten nach öffentlicher Bekanntmachung an der für sie zuständigen Grundschule angemeldet.

Diese ist diejenige Schule, in deren Einschulungsbereich die Schülerin oder der Schüler wohnt (§ 41 Abs. 5)....

(2) Die Erziehungsberechtigten können den Besuch einer anderen Grundschule unter Darlegung der Gründe beantragen (Erstwunsch).

Dem Antrag ist im Rahmen der Aufnahmekapazität und nach Maßgabe freier Plätze gemäß den Organisationsrichtlinien nach den folgenden Kriterien in abgestufter Rangfolge stattzugeben, wenn

1. der Besuch der zuständigen Grundschule längerfristig gewachsene, stark ausgeprägte persönliche Bindungen zu anderen Kindern, insbesondere zu Geschwistern, beeinträchtigen würde,

2. die Erziehungsberechtigten ausdrücklich ein bestimmtes Schulprogramm, ein bestimmtes Fremdsprachenangebot, den Besuch einer Primarstufe der Gemeinschaftsschule oder eine Ganztagsgrundschule in gebundener Form oder offener Form oder eine verlässliche Halbtagsgrundschule wünschen oder

3. der Besuch der gewählten Grundschule die Betreuung des Kindes wesentlich erleichtern würde, insbesondere auf Grund beruflicher Erfordernisse.

Im Übrigen entscheidet das Los.

(Über den Antrag entscheidet das zuständige Bezirksamt im Benehmen mit der jeweiligen Schulleiterin oder dem jeweiligen Schulleiter der aufnehmenden Grundschule.

(3) Schulpflichtige Kinder, die auf Grund einer Änderung des Einschulungsbereichs nicht mehr in dem Einschulungsbereich der Grundschule wohnen, die als zuständige Grundschule von einem älteren Geschwisterkind besucht wird, werden auf Antrag der Erziehungsberechtigten den Schülerinnen und Schülern gleichgestellt, die in diesem Einschulungsbereich wohnen.

Bei einem Antrag nach Satz 1 wird diese Schule zu der für sie zuständigen Grundschule.

(4) Kann die Schülerin oder der Schüler nicht gemäß dem Erstwunsch ihrer oder seiner Erziehungsberechtigten in die von ihnen ausgewählte nicht zuständige Grundschule aufgenommen werden, ist Absatz 2 auf Zweit- und Drittwünsche anzuwenden, sofern nach Berücksichtigung der Kinder im Einschulungsbereich und der Erstwünsche noch freie Plätze zur Verfügung stehen.

(5) Für Grundschulen oder einzelne Züge an Grundschulen, die auf Grund einer Rechtsverordnung (§ 18 Abs. 3) als Schulen besonderer pädagogischer Prägung eingerichtet worden sind, werden abweichend von Absatz 1 keine Einschulungsbereiche festgelegt.

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(8) Die Absätze 1 bis 7 finden auf die Aufnahme in die Primarstufe der Gemeinschaftsschule entsprechende Anwendung mit der Maßgabe, dass Plätze für außerhalb des Einschulungsbereichs wohnende Kinder gemäß § 54 Absatz 5 bereitgestellt werden.

Grundschulverordnung § 4 Aufnahme und Zuweisung:

<https://www.schulgesetz-berlin.de/berlin/grundschulverordnung.php>

§ 4 Aufnahme und Zuweisung 1, 4, 5, 6, 7, 10, 16, 18

(1) Die Aufnahme in die Grundschule und in die Primarstufe der Gemeinschaftsschule sowie der Integrierten Sekundarschule erfolgt nach §§ 54, 55a des Schulgesetzes.

Die Termine für die Anmeldung werden von der Schulaufsichtsbehörde jährlich festgelegt und öffentlich bekannt gegeben.

(2) Die Erziehungsberechtigten erhalten spätestens bei der Anmeldung Informationen über die Organisation der Schulanfangsphase, der verlässlichen Halbtagsgrundschule und des Ganztagsangebots, das Schulprogramm sowie das Fremdsprachenangebot der Schule und die sich daraus ergebenden Auswirkungen für den weiteren Bildungsweg.

Werden gemeinsame Einschulungsbereiche gebildet, sind sämtliche darin befindliche Schulen als zuständige Schule im Sinne von § 55a Absatz 1 Satz 1 des Schulgesetzes anzusehen.

Sofern die Erziehungsberechtigten nicht den Besuch der nach § 55a Absatz 1 des Schulgesetzes zuständigen Schule wünschen, informiert diese darüber schriftlich oder elektronisch innerhalb von zwei Wochen ihren Schulträger und die stattdessen gewünschte Schule.

(Über den Antrag entscheidet das zuständige Bezirksamt im Benehmen mit der jeweiligen Schulleiterin oder dem jeweiligen Schulleiter der aufnehmenden Grundschule.

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Bei einem Antrag nach Satz 1 wird diese Schule zu der für sie zuständigen Grundschule.

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(5) Für Grundschulen oder einzelne Züge an Grundschulen, die auf Grund einer Rechtsverordnung (§ 18 Abs. 3) als Schulen besonderer pädagogischer Prägung eingerichtet worden sind, werden abweichend von Absatz 1 keine Einschulungsbereiche festgelegt.

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(8) Die Absätze 1 bis 7 finden auf die Aufnahme in die Primarstufe der Gemeinschaftsschule entsprechende Anwendung mit der Maßgabe, dass Plätze für außerhalb des Einschulungsbereichs wohnende Kinder gemäß § 54 Absatz 5 bereitgestellt werden.

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Sofern die Erziehungsberechtigten nicht den Besuch der nach § 55a Absatz 1 des Schulgesetzes zuständigen Schule wünschen, informiert diese darüber schriftlich oder elektronisch innerhalb von zwei Wochen ihren Schulträger und die stattdessen gewünschte Schule.

mit sonderpädagogischem Förderbedarf beträgt die Größe der Klasse davon abweichend 21 bis 25 Schülerinnen und Schüler.

Davon abweichend kann der Schulträger nach Vorgaben der Schulaufsichtsbehörde für inklusive Schwerpunktschulen niedrigere Frequenzen festlegen.

(8) Für Schülerinnen und Schüler, die länger als drei Monate keine öffentliche Schule oder eine genehmigte Ersatzschule oder eine entsprechende deutsche Schule im Ausland besucht haben, entscheidet die zuständige Schule über die zu besuchende Jahrgangsstufe. Dabei werden der bisherige Bildungsgang, das Alter und der Lernentwicklungsstand berücksichtigt.

Wünsche der Schülerinnen und Schüler und ihrer Erziehungsberechtigten sind nach Möglichkeit einzubeziehen.

Sprachen lernen: Link zur Seite mit den Informationen und Broschüren zu Sprachen in der Berliner Schule u.a. Fremdsprachen, Erstsprachenunterricht, Zweisprachige deutsch-türkische Alphabetisierung und Erziehung:

<https://www.berlin.de/sen/bildung/unterricht/faecher-rahmenlehrplaene/sprachen/>

und zu den Staatlichen Europaschulen:

<https://www.berlin.de/sen/bildung/schule/besondere-schulangebote/staatliche-europaschule/>

Zuständige Schule finden: <https://www.bildung.berlin.de/Umkreissuche/>

Sprachmittler*innen für Kitas: Dolmetschen im päd. Prozess:

<https://www.dolpaep.de/>

Schulpsychologische und Inklusionspädagogische Beratungs- und Unterstützungszentren (SIBUZ):

<https://www.berlin.de/sen/bildung/unterstuetzung/beratungszentren-sibuz/>

ADVICE AND HELP WITH QUESTIONS ABOUT MULTILINGUALISM - CONTACT PERSON FOR THE PROMOTION OF THE FAMILY LANGUAGE



Café8TV - Sprachcafé Vietnameseisch

A place where Vietnamese inspiration is disseminated for all, especially for children.

Contact: Ms Luong Thanh Thù

E-mail: sprachcafe.vietnamesisch@gmail.com

Facebook page: <https://www.facebook.com/sprachcafe.vietnamesisch>

Languages: Vietnamese and German



Zaki e.V.

Counselling on practical issues and social counselling for Afghan refugees. General advice for Arabic speakers.

Contact person: Mr Omed Arghandiwal

e-mail: arghandiwal@zaki-ev.de

Website: www.zaki-ev.de

Languages: Dari, Farsi, Arabic, Persian and German



Sources d'Espoir e.V.

Sources-d'Espoir e.V.

For more than twelve years, they have dealt with issues related to education, culture, integration and education. Promote the participation of people with a migrant background in Germany.

Contact: Ms. Rachel Nangally

E-mail: sources-despoir@quellederhoffnung.de

Website: www.sources-despoir.de

Languages: Mabi, Bulu, Douala, Kumba, Ewondo, Arabic, Foula, Batanga, French, English and German.



Bocconcini di cultura e.V.

It offers weekly Italian courses for children from 3 to 12 years old. The association organizes various activities, disseminates information, organizes meetings and discussion rounds on topics related to bilingual or multilingual education and offers advice.

Contact: Ms Ilaria Bucchioni

+49172 310 49 58

E-mail: info@bocconcini.net

Website: www.bocconcini.net

Languages spoken: Italian, English and German



Karussell e.V

The aim of the association is to strengthen the personal and cultural identity of children from German-Russian bilingual families and to support their parents in matters of multilingual education and training.

Contact: Ms Tatiana Matytsina +49 015162424627

E-mail: mail@karussell-ev.de

Website: www.karussell-ev.de

Languages: Russian, Ukrainian and German

La Familia Fettuccini

Respektvolle mehrsprachige Erziehung

Iniciative La Familia Fettuccini

Offers literacy classes in Spanish for children from 6 to 10 years old, advice to families who wish to preserve their mother tongue with their children, based on active and respectful bilingualism.

Contact: Ms Laura Gutiérrez Serpa

+491793617264

E-mail: info@lafamiliafettuccini.com

Website: www.lafamiliafettuccini.com

Languages: Spanish, Italian, English and German



MaMis en Movimiento e.V.

Association of Spanish-Speaking Mothers, promotes bilingualism and multilingualism and participation in German society, both in the socio-family and institutional spheres.

Contacto: Sra. Annie Mulcahy

E-mail: info@mamisenmovimiento.de

Website: www.mamisenmovimiento.de

Languages: Spanish, English and German



SprachCafé Polnisch e.V.

is an open meeting place for language and culture.

Contact: Ms. Agata Koch

+49160 9968 0059

E-mail: kontakt@sprachcafe-polnisch.org

Website: www.sprachcafe-polnisch.org

Languages: Polish, French and German



Koopkultur e.V.

(Eastern European languages)

Contact: Ms Petronela Bordeianu

+490177 4219797

E-mail: info@koopkultur.de

Website: www.facebook.com/koopkultur/

Languages spoken: Romanian, Ukrainian and German



Bilingua e.V.

Contact: Christina Litrán

+49 176 51047611

E-mail: info@berlin-bilingua.de

Website: <http://berlin-bilingua.de/de/bilingua/>

Languages: Portuguese and German



German-Lebanese Friendship Bridge e.V.

Contact: Mr. Naji Awada

+49 1725771951

E-Mail: info@deutsch-libanesische-Freundschaft.de

Website: deutsch-libanesische-freundschaft.de

Languages: Arabic and German



Hellenische Gemeinde zu Berlin e.V.

Contact: Ms. Christina Fronista

+49 177 4219797 / +49 (0)30 7929587

E-mail: info@gr-gemeinde.de

Website: www.gr-gemeinde.de

Languages: Greek and German.



YEKMAL and. V.

Kurdistan Parents Association in Germany

Yekîtiya Malbatên ji Kurdistanê li Almanyayê

Contact: Ms. Günay Darici (Managing Director) and Cornelia Rasulis (Deputy Director General)

E-mail: info@yekmal.de

Website: <https://yekmal.com/>

Languages: Kurdish - Kurmanji, Zazaki and Sorani -, Turkish, Arabin, English, French, Farsi, Urdu and German.



Turkish Parents' Association in Berlin - Brandenburg e.V.

Ansprechsocio: Turgut Hüner

+49 (030) 614 32 99

E-Mail: info@tevbb.de

Website: <http://www.tevbb.de/>

If you know of another organisation working for multilingualism, please let us know: leitung@migra-up.org

Key actor :

Senate Department of Education, Youth and Family

Key issues in general education

Information on the promotion of multilingualism and on the provision of first language teaching, as well as bilingual literacy and German-Turkish education (ZwErz)

Frau Evrim Soylu

II D 5 Thus coordination and technical support ESU and ZwErz

Bernhard-Weiß-Straße 6, 10178 Berlin

Email: evrim.soylu@senbjf.berlin.de

IMPRESSION

Sponsor: Sources-d'Espoir e.V.
 Dans le cadre du projet "Génération AFRO" 2023

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 Turkish Parents' Association in Berlin - Brandenburg e.V.

This guide is available in more than five languages



Partizipations- und Integrationsprogramm	Die Beauftragte des Senats für Integration und Migration	Senatsverwaltung für Integration, Arbeit und Soziales	BERLIN	
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