

GUIDE TO PARENT MEETINGS IN CHILDCARE CENTRES BEFORE SCHOOL REGISTRATION 2023



GUIDE

Edition
2023

Dear parents and educators of Pankow,

An important step was taken with the amendment of the Berlin School Law in 2021. This was another important step in recognising Berlin as an immigrant society and considering the existing linguistic diversity in the city as a resource for growing young people and therefore teaching it in schools. In this process, migrant organisations have played an important role through their tireless commitment to the visibility and importance of multilingualism in our society.

This brochure is the result of the Pankow specialist event "Eltern-Kita-Schule: gemeinsam für Sprachenvielfalt in Pankow" (parents-kindergarten-school: together for linguistic diversity in Pankow), which took place this year on International Mother Language Day. The aim is to prepare you for the school year 2023/2024, to discuss your children's linguistic diversity needs openly and in good time, and to get organised. Our migrant organisations around the Lingua Pankow network will be of great help in this respect.

As Pankow's delegate for participation and integration, I warmly welcome the commitment of our associations to our parents and children in the borough and invite you to read this brochure.

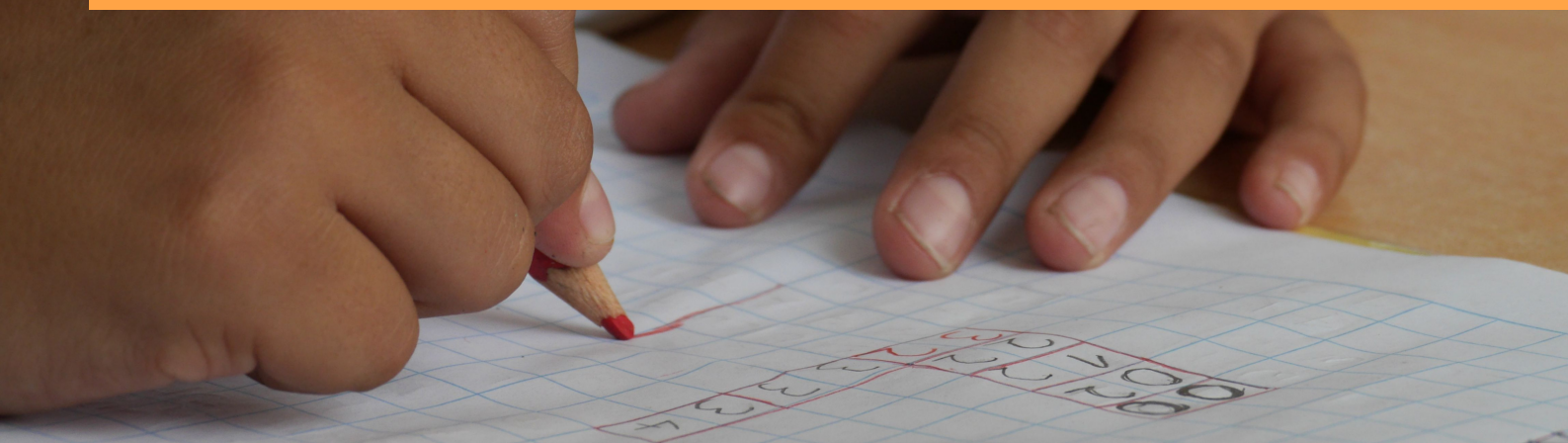
Nina Tsonkidis

District Delegate for Participation and Integration

**From birth to school
with heritage language**

GUIDE TO PARENT MEETINGS IN CHILDCARE CENTRES BEFORE SCHOOL REGISTRATION 2023

WHO HAS 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

TABLE OF CONTENTS

5 The transition to school - an important stage in children's development

6 The responsible school!

7 School today

8 Languages at school in Berlin - our main theme!

10 School enrolment - What to decide?

11 School medical examination

12 Suggestions for preparing and holding a parents' meeting



13 Parents' meeting in the multilingual groups of the nursery, i.e. the groups of children with German and various other family languages

16 Parents' meetings in bi- or multilingual nurseries

18 Advice and assistance on multilingualism issues

21 Material annex

THE TRANSITION TO SCHOOL - AN IMPORTANT STAGE IN CHILDREN'S DEVELOPMENT

In Germany, children have a right to education. This is why these children are now subject to compulsory schooling, i.e. they will have to attend school from August 2023⁽¹⁾. Until they reach the age of majority, parents are responsible for their children's regular attendance at school and also take - initially on their own and then together with their children depending on their age - decisions about their educational pathway (e.g. choice of school and foreign languages, choice of secondary school or optional courses).



TRANSITIONS IN LIFE ALWAYS HAVE TWO FACES:

“

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

Therefore, it is important to prepare for this stage. In the last year of kindergarten, this plays a special role in the nursery programme. From the beginning - in October, sometimes even in September - children who will be six years old by 30 September 2023 should be registered. The parents of each kindergarten group should meet and think together about who should go to school with whom, so that the children do not have to take this big step into new territory alone.

⁽¹⁾ There are only special and justified exceptions (early schooling or deferral). Parents should seek 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 RESPONSIBLE SCHOOL!

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.

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 SCHOOL IN BERLIN - OUR MAIN THEME!

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.

EUROPEAN PUBLIC SCHOOLS BERLIN - SESB

These schools are very special, unique in Germany, and exist in 9 language combinations: German- English, French, Polish, Spanish, Turkish, Russian, Portuguese, Italian and modern Greek. These schools, which are organisationally attached to state schools, are full-time schools. They do not have a catchment area. There is an admission procedure for German and the partner language. They are particularly interesting for bilingual day care centres. Unfortunately, there is no SESB in Pankow yet. This means that long journeys to school are to be 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 12) 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 ENROLMENT - WHAT TO DECIDE?(10)

In general, Berlin's primary schools are reliable half-time schools, i.e. they are open for all children from 7.30 a.m. to 1.30 p.m. When registering, parents must decide whether their child is to be picked up until 4 p.m. or, due to their work, from 6 a.m. or until 6 p.m., and then request the corresponding pick-up voucher. All children can participate in the free lunch. This is also requested at the time of registration. Parents must also decide whether they wish to participate in the religious or manners classes, which are optional in Berlin.

If parents wish their child to attend a primary school other than their own, they should make a request when registering for school in the primary school concerned. Whether or not this request can be met depends on the availability of places in the desired school. In order to ensure fairness, the admission procedure is subject to criteria(11).

It is almost as safe to find a place in a school where there are already siblings, as there are close links with them and this makes it easier for parents to care for them. There are also primary schools with a special curriculum, such as full-day schools, schools with a focus on music or the arts, schools with sports-oriented classes and schools with a special language programme or offer. Another special feature of Berlin is the presence of community schools, i.e. inclusive schools from class 1 to 10, some of them up to the baccalaureate, where it is not necessary to change schools. This can be a great relief in the turbulent phase of adolescence.

If one does not live in the catchment area of such a school, one should apply for a reorientation when registering at the primary school concerned. 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. Alternatively, parents have the option of enrolling their child in a public school. These schools charge fees and decide 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

SCHOOL 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.**

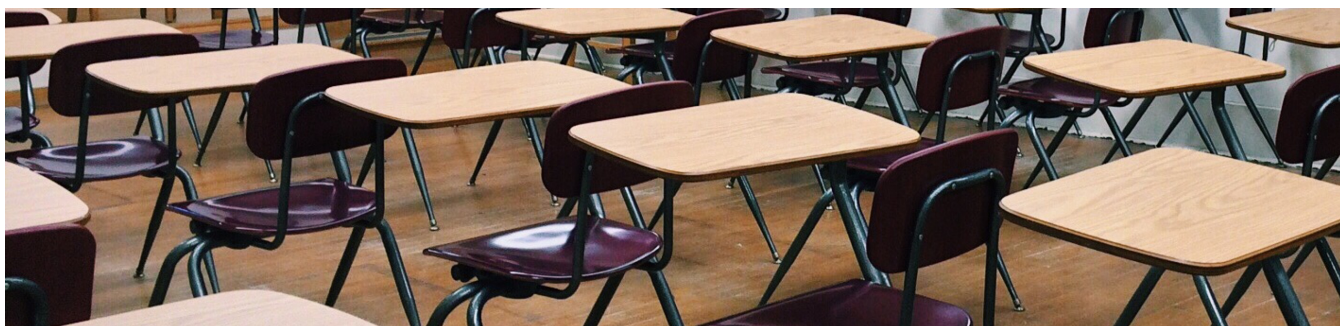
(12) see "School registration - how it works" p.7

SUGGESTIONS FOR PREPARING AND HOLDING A PARENTS' 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

PARENTS' MEETING IN THE MULTILINGUAL GROUPS OF THE NURSERY, I.E. THE GROUPS OF CHILDREN WITH GERMAN AND VARIOUS 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?</p> <p>- 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	<p>Escriba todas las "escuelas responsables" en tarjetas y distribúyalas por la sala, por ejemplo, en las mesas</p>
5 Min.	<p>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</p>	Possibly copy the maps
10 Min.	<p>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.</p>	
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

PARENTS' MEETINGS IN BI- OR MULTILINGUAL NURSERIES

Many parents in your nursery will want their bilingual or even trilingual children to continue learning all languages. This is possible in the district for English and, from year 3, for French. For the other languages, there is a new possibility: the teaching of the first language (ESU) (17) of 2 hours per week. This should be possible in the district, as there is a small group each year in your nursery. If there are several nurseries in your language group, they can exchange and act together. Already try to find schools that would be accessible to several children, contact the schools and explain your interest. Once you have found a school that is willing to set up a learning group if it has the necessary staff and financial means, the school can contact the relevant department of the Senate Administration for Education, Youth and Family(18). You can also find out for yourself about existing first language teaching opportunities from the contact persons mentioned below or from the brochure "Schulanmeldung - so geht's". Even if there is a European school (SESB) in their language in Berlin, parents usually find the journey too long. Pankow is certainly at the top of the list of districts that strive to have a SESB. But you can't count on it any time soon. However, it is conceivable that you could contact the school administration of the district and the senate and express your interest in a bilingual section in a primary school. So far, this only exists for Turkish-German. Why not also in their languages?

Plan 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> <ul style="list-style-type: none"> - in a group - alone <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	

CONTACTS AND TELEPHONE NUMBERS FOR THE PROMOTION OF FAMILY LANGUAGES



Café8TV - Sprachcafé Vietnamesisch

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

Contact: Ms Luong Thanh Thùy

E-mail: sprachcafe.vietnamesisch@gmail.com

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

spoken: Vietnamese and German



Zaki e.V.

Advice on practical matters and social advice 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 spoken : Dari, Farsi, Arabic, Persian and German



Sources d'Espoir e.V.

For more than twelve years, they have been dealing with issues related to education, culture, integration or the promotion of participation for people with a migrant background in Germany.

Contact: Ms Rachel Nangally

E-mail: sources-despoir@quellederhoffnung.de Website: www.sources-despoir.de

Languages spoken: Mabi, French, English and German.



Bocconcini di cultura e.V.

Offers weekly Italian language courses for children aged 3 to 12. The association organises various activities, disseminates information, organises meetings and round tables on topics related to bilingual or multilingual education and offers consultations.

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

**Gelebte
Mehrsprachigkeit**

Gelebte Mehrsprachigkeit

is a project that focuses on Pankow's nurseries and their pedagogical teams, multilingual children and their families. It offers a special podcast series, seminars, network meetings for pedagogues and, with "Mehrsprachigkeit im Ohr", it also supports young multilingual families and people interested in the phenomenon of multilingualism by offering free telephone advice.

<https://zeit-fr-mehrsprachigkeit.podigee.io/1-episode1>

mem.gelebte@gmail.com

Contact: Ms Lilian Vazquez and Ms Agata Koch

Languages: Spanish, Polish and German

La Familia Fettuccini

Respektvolle mehrsprachige Erziehung

Iniciativa 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/plurilingualism.

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.

An association of Spanish-speaking mothers, promotes bilingualism and multilingualism as well as participation in German society, both in the socio-familial and institutional fields.

Contact: Ms Annie Mulcahy

E-mail: info@mamisenmovimiento.de

www.mamisenmovimiento.de

Languages: Spanish, English and German



SprachCafé Polnisch e.V.

Open meeting place for language and culture.

Contact: Ms Agata Koch +49 (0)160 9968 0059

E-mail: kontakt@sprachcafe-polnisch.org

Website: www.sprachcafe-polnisch.org

Languages: Polish, French and German



Koopkultur e.V.

An association dedicated to the culture of cooperation. Art, education, working life, socializing.

Contact: Ms Petronela Bordeianu +490177 4219797

E-mail: info@koopkultur.de <https://www.facebook.com/koopkultur/>

Languages spoken: Romanian, Ukrainian and German

Important actor :

Senate Administration for Education, Youth and Family

Questions of principle concerning general education schools

Information on the promotion of multilingualism and on offers of first language teaching and German-Turkish literacy and education (ZwErz)

Ms. Evrim Soylu

II D 5 So Coordination and coaching UES and ZwErz

Bernhard-Weiß-Straße 6, 10178 Berlin

E-mail: evrim.soylu@senbjf.berlin.de

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

MATERIAL ANNEX

Fourth Act to amend the Education Act Of 27 September 2021

§ 15 Promotion of bilingualism and plurilingualism

(1) Pupils whose first language is a language other than German shall be taught together with all other pupils, unless otherwise provided for in paragraph 2 and in the legal regulations adopted on the basis of paragraph 4. All languages spoken by pupils shall be recorded on admission to school by the head teacher or a teacher appointed by him/her. The Senate administration responsible for education shall take a census of the languages spoken by pupils throughout the country as a basis for evidence-based promotion of bilingualism and plurilingualism with scientific monitoring.

(2) Pupils whose first language is a language other than German and who have such a poor command of the German language that they cannot follow the teaching sufficiently well, so that support is not possible at the beginning in the ordinary classes, may be temporarily grouped in special learning groups in which they are prepared for the transition to the ordinary classes. German language skills are determined on admission to the school by the school headmaster or a teacher commissioned by him/her on the basis of scientifically validated test procedures.

(3) Pupils whose first language is not German shall be offered additional teaching in their first language, insofar as the organisation of the school permits. Inter-school learning groups may be formed for this purpose. The teaching of the first language is subject to state inspection.

(3a) All pupils are offered bilingual and plurilingual opportunities in accordance with the budget, insofar as they wish and the school organisation allows. In cooperation with the early childhood sector, provision should be made, if possible, for the remainder of the school career. In particular, use is made of immersion language learning methods and the possibility of teaching subjects in a second or foreign language.

(3b) Pupils who grow up in a multilingual environment may, at their request, have a non-German first language recognised as a second foreign language.

(4) The Senate Administration responsible for education shall be empowered to regulate by decree the details of the conditions and organisation of education for pupils whose first language is not German and the promotion of bi- and multilingualism for all pupils in Berlin, in particular

-
1. the conditions for admission to ordinary classes and special learning groups referred to in paragraph 2, 2. the basis and procedures for assessing knowledge of German and the first language,
 3. school integration measures for children and young people arriving in the country,
 4. first language, bilingual and immersive offers,
 5. recognition of a first language other than German as a second foreign language within the meaning of paragraph 3b,
 6. temporary derogation from the performance criteria for children and young people who are found to have insufficient knowledge of the German language.

Schulanmeldung - so geht's, brochure of the Senate Administration for Education, Youth and Family Affairs, published annually; German available in print; English, Turkish, Arabic and Ukrainian available for download only: <https://www.berlin.de/sen/bildung/schule/bildungswege/grundschule/anmeldung/>

Information about the Berlin school: the brochure "Neu in Deutschland" with nine languages: Arabic, English, Farsi, French, German, Romanian, Serbian, Russian and Turkish. Here is the link: <https://www.berlin.de/sen/bildung/schule/berliner-schulen/schulwechsel-nach-berlin/>

School Act § 55a) Admission to primary school: <https://www.schulgesetz-berlin.de/berlin/schulgesetz/teil-v-schulverhaeltnis/abschnitt-ii-aufnahme-in-die-schule/sect-55a-aufnahme-in-die-grundschule.php>

Excerpt:

(1) Children subject to compulsory education are enrolled by their legal guardians, after publication, in the primary school to which they belong.

This is the school in whose catchment area the pupil resides (§ 41(5))....

(2) Legal guardians may request to attend another primary school by explaining the reasons (first wish).

The application will be accepted within the limits of the capacity and the places available, in accordance with the organisational guidelines, according to the following criteria, in order of priority, if

1. attendance at the relevant primary school would interfere with highly developed and long-standing personal relationships with other children, in particular with siblings,
2. the parents expressly wish to have a particular curriculum, a particular foreign language provision, attendance at a primary level of the community school or a full-time primary school in a tied or open form or a reliable part-time primary school, or
3. attendance at the chosen primary school would make it considerably easier for the child to be cared for, in particular because of professional requirements.

For the rest, a draw is made.

The competent district council decides on the application in consultation with the headmaster of the host primary school.

(3) Children subject to compulsory schooling who, because of a change of enrolment sector, no longer reside in the enrolment sector of the primary school which, as the competent primary school, is attended by an older brother or sister, shall be treated, at the request of the legal guardians, as pupils residing in that enrolment sector.

In the event of an application in accordance with the first sentence, this school becomes the primary school to which it belongs.

(4) If the pupil cannot be admitted to the non-qualifying primary school chosen by him/her in accordance with the first wish of his/her legal guardian, paragraph 2 shall apply to the second and third wishes, provided that there are still places available after taking into account the children in the schooling sector and the first wishes.

(5) In the case of primary schools or sections of primary schools which have been established as schools with a special educational character on the basis of a decree-law (§ 18, Sub-Clause 3), no enrolment area shall be defined, in derogation of Paragraph 1:

:

(8) Paragraphs 1 to 7 shall apply mutatis mutandis to admission to the primary level of the Community school, provided that places are made available for children residing outside the school area in accordance with Article 54(5).

Primary School Rules § 4 Admission and Assignment: <https://www.schulgesetz-berlin.de/berlin/grundschulverordnung.php>

§ 4 Admission and award 14567101618

(1) Admission to the primary school and to the primary level of the Gemeinschaftsschule and the Integrierte Sekundarschule shall be in accordance with §§ 54, 55a of the School Act.

Registration dates are set annually by the education inspectorate and are made public.

(2) The legal guardians shall receive information on the organisation of the initial phase of the school, the reliable half-day primary school and the full-day offer, on the curriculum and on the school's foreign language offer and the consequences for the further education.

If joint schooling areas are established, all schools in these areas shall be deemed to be competent schools within the meaning of section 55a(1), first sentence, of the School Education Act.

If the legal guardians do not wish to attend the school responsible in accordance with § 55a Paragraph 1 of the Education Act, they shall inform their guardianship body and the desired school instead in writing or electronically within two weeks.

(3) The school sectors may be defined in such a way that they also accommodate pupils from other school sectors, in particular due to the emphasis on school, the establishment of bilingual German-Turkish literacy classes and the organisation of full-time schools in a linked form.

School zones in community schools should be designed so that at least one third of the places are available for pupils who live outside the school zone.

(4) In the first instance, and subject to capacity, all children in the catchment area are admitted to the relevant school whose legal guardians wish them to attend that school.

Then, children from the catchment area who have not obtained a place in another desired school are assigned.

Insofar as there are still places available, children from other education sectors whose legal guardians wish to attend this school are admitted in accordance with the order of priority of the criteria mentioned in section 55a(2) of the Education Act.

All first wishes are taken into account first, then the second wishes and finally the third wishes.

37a of the School Act is not affected for admission to inclusive priority schools and §§ 19 and 33 of the Ordinance on Special Needs Education are not affected for admission of pupils with special educational needs.

(5) If the competent school pursuant to section 55a(1) of the Education Act is a full-time linked school, a community school or a school in which all sections have the same specialism, the organising authority shall allocate children who are not to attend the competent school a place in a school offering an alternative, taking into account the wishes of the parents or guardians.

(6) If the assignment to an undesired school is necessary, the legal guardians shall be notified in writing by the competent school authority as soon as possible and no later than three months before the beginning of the school year, stating the reasons.

If admission to the relevant school is not possible, other wishes of the legal guardians regarding the choice of school must be taken into account within the framework of the organisational possibilities.

If, due to a lack of capacity, assignment to a school in another district is necessary, agreement between the districts concerned must be reached in good time.

(7) Each class in the initial phase of the school normally has between 23 and 26 pupils.

In schools where either at least 40% of all pupils are non-German speakers or the legal guardians of at least 40% of all pupils are exempted from paying a personal contribution for the purchase of learning materials, and in classes with pupils with special educational needs, the class size is, by way of derogation, 21 to 25 pupils.

By way of derogation from this rule, the school board may set lower frequencies for inclusive priority schools, in accordance with the guidelines of the school inspectorate.

(8) In the case of pupils who have not attended a state school or an approved substitute school or an equivalent German school abroad for more than three months, the competent school shall decide on the year of study to be followed.

Account is taken of previous schooling, age and level of learning development.

The wishes of pupils and their guardians should be taken into account as far as possible.

Language learning: link to the page with information and brochures on languages at school in Berlin, including foreign languages, first language teaching, German-Turkish bilingual literacy and education: <https://www.berlin.de/sen/bildung/unterricht/faecher-rahmenlehrplaene/sprachen/>

and on the European public schools: <https://www.berlin.de/sen/bildung/schule/besondere-schulangebote/staatliche-europaschule/>

Find the right school: <https://www.bildung.berlin.de/Umkreissuche/>

Interpreters* for nurseries: Interpreting in the educational process : <https://www.dolpaep.de/>

Centres for Counselling and Support in School Psychology and Inclusive Education (CSPS) :
<https://www.berlin.de/sen/bildung/unterstuetzung/beratungszentren-sibuz/>

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La Familia Fettuccini
Respektvolle mehrsprachige Erziehung

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