



# **Integrating Italian Language Learning with the International Baccalaureate Primary Years Programme**

Case Study: Bilingual European School of Milan

Anna Nori

MASTER'S THESIS

March 2024

Master's Degree in Business and Administration

Educational Leadership

## **ABSTRACT**

Tampereen ammattikorkeakoulu  
Tampere University of Applied Sciences  
Master's Degree in Business and Administration  
Educational Leadership

**AUTHOR:** Anna Nori  
Integrating Italian Language Learning with the International Baccalaureate Primary Years Program.  
Case Study: Bilingual European School of Milan

Master's thesis 41 pages, appendices 29 pages  
March 2024

---

This thesis, commissioned by the Bilingual European School (BES) of Milan, aims to provide recommendations for the development of a curriculum for an Italian Enhanced Programme (EIP) tailored to primary schools following the International Baccalaureate Organization (IBO) and its Primary Years Programme (PYP). The study also investigates the most beneficial leadership approach for implementing and managing the EIP.

The research questions posed in this study aim to address key issues related to integrating language learning with the objectives of the PYP and identifying effective leadership strategies for successful program integration within schools. The case study focuses on the Bilingual European School of Milan, which offers a unique educational experience that combines the international perspective of the PYP with the Italian national curriculum.

The data were collected through phenomenological interviews and a journal, adopting an ecological paradigm and the principles of phenomenological philosophy and inspired by the phenomenological method.

The results showed that it is essential to align the EIP curriculum with the PYP objectives, focusing on language learning and planning a first phase to develop basic communication skills. Moreover, it suggests integrating suggestions of activities in the written curriculum, address the students' variability, and promote the collaboration between classroom and course teachers.

The study identified problem solving and human resources management as crucial leadership aspects, emphasising the importance of effective communication, transparent decision making, collaboration, and investing on human resources.

The recommendations provided in this thesis can guide schools looking to implement similar language programs within the PYP framework.

---

Key words: IBO, PYP, language learning, curriculum, leadership.

## CONTENTS

1	INTRODUCTION .....	3
1.1	Thesis Objective and Purpose .....	3
1.2	The Context .....	4
1.3	Thesis Structure .....	5
2	THEORETICAL FRAMEWORK .....	7
2.1	Change and Project Management and Effective Leadership .....	7
2.1.1	Organizational Metaphors and Model of Change .....	7
2.1.2	Characteristics of Effective Leadership .....	10
2.2	Curriculum Design.....	14
3	METHODOLOGICAL FRAMEWORK .....	20
3.1	Methodological Approach.....	20
3.2	Data Acquisition Methods .....	23
3.3	Data Analysis Methods .....	25
4	RESEARCH RESULTS .....	30
4.1	From the Interviews.....	30
4.2	From the Journal.....	33
5	DISCUSSION .....	37
5.1	Utility, Limitations and Ethical Considerations of the Research ...	40
	REFERENCES .....	42
	Appendix 1. Head of Primary Interview.....	46
	Appendix 2. EEP Teacher Interview .....	53
	Appendix 3. Year 3 Teacher Interview .....	61
	Appendix 4. Year 1 Teacher Interview .....	65
	Appendix 5. Year 4 Teacher Interview .....	67
	Appendix 6. Journal Analysis.....	72

**ABBREVIATIONS AND TERMS**

BES	Bilingual European School
IB	International Baccalaureate
IBO	International Baccalaureate Organization
EEP	Enhanced English Programme
EIP	Enhanced Italian Programme
HR	Human Resources
PYP	Primary Years Programme
UOI	Unit of Inquiry
Ed	editor's note

## 1 INTRODUCTION

### 1.1 Thesis Objective and Purpose

This study, commissioned from the Bilingual European School of Milan, aimed to give recommendations for the development of a curriculum for an Italian Enhanced Programme tailored explicitly to primary schools following the International Baccalaureate Organization (IBO) and its Primary Years Programme (PYP). The study also sought to investigate the leadership approach that would be most beneficial for implementing and managing the Enhanced Italian Programme (EIP). This evaluation of leadership effectiveness can provide insights and recommendations for schools looking to implement similar language courses within the PYP framework.

This thesis aimed to address key research questions related to how a curriculum for an Enhanced Italian Programme integrates language learning with the objectives of the PYP. The research questions posed in this study provided a foundation for investigating the effectiveness and impact of this language program.

These are the research questions:

How can a curriculum for an EIP integrate language learning with the objective of the IB's PYP?

What are the most beneficial leadership characteristics for effectively implementing and managing the EIP within a primary school setting?

The first research question that this thesis aims to answer focuses on the design of the EIP's curriculum, seeking suggestions on how the curriculum can be structured to integrate language learning with the goals and objectives of the PYP. By addressing the second research question, the study provided insights into effective leadership strategies to support the successful integration of language programs within schools.

The research studied the case of an Italian Primary School, the Bilingual European School (BES) of Milano.

## 1.2 The Context

BES is a Primary and Middle school in Milano, Italy. It offers education to students in the Primary and Middle years. The Primary school at BES follows the PYP implemented by the IBO. The school also adheres to the Italian national curriculum, making it a paritarian school. As the name suggests, BES is a bilingual school providing instruction in both English and Italian. Half of the lessons are conducted in English and delivered by native English-speaking teachers, while the other half is taught in Italian by native Italian-speaking teachers. Following the PYP, the Units of Inquiry (UOI) are transdisciplinary therefore, there are no divisions between subjects. Thus, both the class teachers, Italian and English, teach all the subjects and plan the lessons together to be aligned.

Starting in July 2021, BES became a member of Globeducate. Globeducate is a leading network of international schools operating in different countries worldwide. Becoming a member of Globeducate allows BES to benefit from the network's resources, expertise, and collaborative opportunities. Overall, BES offers a unique educational experience that combines the international perspective of the PYP with the Italian national curriculum, fostering bilingualism and a global mindset in a supportive learning environment.

In recent years, BES has observed a significant change in the language backgrounds of its students. The number of students who do not speak Italian as their first language has increased considerably. This shift in student demographics has led to an increased need for support to ensure that all students, regardless of their language proficiency, can fully participate and benefit from the school's mission of providing outstanding bilingual education with a global perspective. For the past two years, the school has already implemented an English program for those students who arrive at BES without being able to speak English, while no specific support has yet been provided for students who do not know Italian, as until very recently this need was restricted to a small number of students.

This case study aimed to develop the curriculum of a project supporting non-Italian-speaking students at BES. This project was planned in collaboration with key staff members at the school who have expertise and responsibilities related

to the project's objectives. The teacher who manages the Enhanced English Programme (EEP) played a significant role in the project's planning. As the individual in charge of the English program, his insights and expertise were valuable in the curriculum design. The Head of Primary provided guidance and input regarding aligning the project with the Programme of Inquiry across all year levels. Moreover, the involvement of all teachers at the school demonstrated a commitment to integrating the EIP Curriculum with the Programme of Inquiry across all year levels. This collaboration ensured that the support provided to non-Italian-speaking students was aligned with the school's overall educational goals and was integrated seamlessly into the existing curriculum. By involving key stakeholders and experts in the planning process, the project aimed to create a comprehensive support system that caters to the needs of non-Italian-speaking students at BES. This collaborative approach ensured that the support was well-informed, targeted, and effectively integrated into the school's educational framework.

### **1.3 Thesis Structure**

This thesis consists of five chapters. The first chapter introduces the thesis's objective and purpose and provides a background to the research questions. It also presents the context of the case study and outlines the key stakeholders and experts that are involved in the study.

The second chapter provides a comprehensive review of the literature on change and project management, effective leadership and curriculum design. It describes the organizational metaphors that can be used to better analyze the Bilingual European School (BES) and the eight-step model of change by Kotter (1995), which, according to Collins and Rukstad (2008) is the model that aligns well with the three organizational metaphors identified in BES. In addition, this chapter presents several possible leadership styles and effective leadership practices identified by Kouzes and Posner (2011). Finally, this chapter reviews various definitions and types of curriculum, the steps suggested by Moore (2021) for constructing one, and the characteristics of a good, ambitious and well-designed curriculum.

The third chapter outlines the research methodology employed in the study. It describes the paradigm, the philosophy, the method and the strategy used to conduct this research, explaining the challenges and the motivations of the adopted strategy. Moreover, this chapter explains the applied data acquisition and analysis methods.

The fourth chapter presents the findings of the study and analyzes them in relation to the research questions. It examines the answers collected through the semi-structured phenomenological interviews applying a content analysis and the data collected through journal using a reflexive thematic analysis.

The final chapter summarizes the key findings of the study and draws conclusions based on the research questions. It provides recommendations for curriculum design and leadership approaches for schools seeking to implement similar language programs within the PYP framework and analyzes the limits of the conducted study.



## 2 THEORETICAL FRAMEWORK

### 2.1 Change and Project Management and Effective Leadership

#### 2.1.1 Organizational Metaphors and Model of Change

One of the initial steps in project planning is to clarify our perception of the organization. Morgan (1986) identified eight **organizational metaphors** that can help us understand how we view the company where we aim to drive change. These metaphors include organizations as machines, organisms, brains, cultures, political systems, psychic prisons, flux and transformation, and instruments of domination. By examining the descriptions of these metaphors, we can quickly identify specific characteristics of a company. As Cameron and Green (2012) suggested, organizations often employ a combination of approaches and perspectives when implementing change initiatives.

In the case of BES, the author perceives a combination of three metaphors proposed by Morgan (1986). Specifically, the author sees the Bilingual European School (BES) as exhibiting traits of an organization viewed as a combination of the metaphors of the machine, the political system, and the organism.

When we perceive an organization **as a machine**, it suggests that the structure is well-defined and operates efficiently. Processes and operations are carefully planned and implemented, and there is a clear delineation of job roles and responsibilities (Morgan, 1986). Within the context of BES, perceiving aspects of the organization as a machine implies that changes may require the involvement of individuals in positions of authority who can drive and implement those changes. According to Collin and Rukstad (2008), the leader of an organization that shows these characteristics is in charge of setting goals and leading the completion of them. Furthermore, recognizing BES as a machine-like organization implies that there may be resistance to change (Cameron & Green, 2012, 113). Just as machines are designed to function in a specific way, established processes and routines at BES may be ingrained and resistant to modification. Introducing change within this context may be met with skepticism or pushback

from individuals within the organization who are comfortable with the existing practices and structure. Additionally, the machine metaphor suggests that change at BES should be well-designed and monitored (Cameron & Green, 2012, 113), highlighting the importance of careful planning and ensuring that changes are thoroughly thought out and aligned with the organization's objectives and mission. It also emphasizes the need for monitoring and evaluation to ensure the achievement of the desired outcomes of the changes and that the organization continues to operate efficiently.

Moreover, when planning a change project at BES, it is crucial to acknowledge that the organization exhibits characteristics of what Morgan (1986) defines **as a Political System**. In addition to the hierarchical structure, the relationships between individuals and the support they provide are fundamental in driving initiatives forward. Understanding the social network within the organization becomes essential in identifying influential individuals and recognizing their connections. Within the Bilingual European School, perceiving it as a political system suggests that power dynamics and decision-making processes play a significant role in effecting change. It implies that individuals with influence, regardless of their hierarchical position, can contribute to shaping the organization's direction. That is why a leader of this kind of organization needs to be head of a powerful coalition (Collins & Rukstad, 2008). Building relationships and understanding the informal networks within BES can provide valuable insights into who holds sway and who has connections to key stakeholders. Recognizing the political nature of BES implies that change initiatives may require coalition-building and negotiation skills. Identifying and engaging with influential individuals and stakeholders can help garner support for proposed changes and overcome potential resistance. This understanding emphasizes the importance of navigating the social landscape and leveraging relationships to drive successful organizational change.

Lastly, BES also exhibits characteristics of the **organism metaphor** (Cameron & Green, 2012, 115). Like an organism, the school needs to adapt and respond to changes in the more extensive system in which it operates. As the cultural background of the people living in Milan becomes increasingly multicultural, BES recognizes the need for an Enhanced Italian Programme to accommodate the evolving needs of its students. This adaptation reflects the school's commitment to

providing an inclusive education that addresses its environment's changing demographics and cultural dynamics. Furthermore, viewing BES as an organism implies that the organization's structure presents interconnected subsystems that rely on each other and strive for balance (Cameron & Green, 2012, 115). Just as organs in an organism collaborate to maintain its overall functioning, BES recognizes the importance of maintaining effective communication and information flow between teams. The attention to communication ensures that the organization operates cohesively, with each subsystem contributing to the school's overall success. Additionally, acknowledging the organism metaphor emphasizes the significance of caring for the individuals within the organization. Just as each cell's well-being contributes to the organism's vitality, BES recognizes that the well-being of its staff and students is essential for their active participation and the success of any project. Nurturing a supportive and inclusive environment promotes engagement, collaboration, and a sense of belonging, leading to the organization's overall advancement. According to this view of the organization, therefore, the leader must act like a coach, a counselor, and a consultant (Collins & Rukstad, 2008)

According to Collins and Rukstad (2008), the **model of change** that aligns well with the three organizational metaphors identified in BES is the **eight-step model** proposed by Kotter (1995). This model suggests that change should be planned and executed through the following steps:

1. Establish a sense of urgency: Creating a compelling reason for change by highlighting the need for adaptation and addressing the challenges and opportunities faced by BES. This step helps generate enthusiasm and motivation for change.
2. Form a leading power coalition: Building a coalition of influential individuals within BES who can support and drive the change initiative. This coalition should include representatives from different levels and departments to ensure broad support.
3. Create a vision: Develop a clear and inspiring vision outlining BES's desired future state. The vision should provide direction and purpose, guiding the change efforts and helping stakeholders understand the intended outcomes.

4. **Communicate the vision:** Effectively communicate the vision to all stakeholders within BES. This step involves disseminating the vision through various channels and engaging in open and transparent communication to ensure a shared understanding and commitment to the change.
5. **Empower others to act on the vision:** Enabling individuals within BES to take ownership of the change process and encouraging them to contribute their ideas and efforts towards achieving the vision. This involves empowering employees, providing necessary resources, and fostering a supportive and collaborative environment.
6. **Plan and achieve short-term goals:** Breaking down the change process into manageable, achievable short-term goals. This step allows for incremental progress and provides a sense of accomplishment, boosting motivation and maintaining momentum.
7. **Consolidate improvements and produce more change:** Building on the initial successes and leveraging the momentum generated to drive further change. This step involves continuously assessing progress, identifying improvement areas, and implementing additional changes as needed.
8. **Institutionalize the new approach:** Embedding the changes into BES's culture, policies, and practices to ensure long-term sustainability. This step involves aligning systems and structures with the new approach, providing training and support, and reinforcing the desired behaviors and outcomes.

The author's choice to follow the eight-step model reflects a deliberate and strategic approach to project planning, emphasizing the need for a systematic and comprehensive process that aligns with the identified metaphors of the organization. By incorporating these steps, the author aimed to facilitate the successful implementation of the project and promote effective change management at BES.

### **2.1.2 Characteristics of Effective Leadership**

A **vision** is often recognized as a crucial characteristic of effective leadership. Scholars like Bennis (1994) highlight vision as one of the critical ingredients of leadership, along with passion and integrity. A leader's vision provides a compel-

ling and inspiring image of the desired future state, guiding the actions and decisions of individuals within an organization. Viewing leadership through a visionary lens allows for differentiation between leaders and managers. According to Kotter (1996), leaders primarily focus on setting direction, aligning people, and motivating them toward a common purpose. They provide a clear and inspiring vision that serves as a roadmap for the organization. Leaders inspire and engage others by effectively communicating and championing the vision, encouraging them to work towards its realization. On the other hand, managers primarily engage in tasks such as planning and budgeting, organizing and staffing, and controlling and problem-solving.

Lately, there have been alternative perspectives on the concept of visionary leadership. Lipman-Blumen (2002) presents a different viewpoint by suggesting that vision is only sometimes the most crucial aspect of leadership. Instead, she emphasizes the importance of leaders seeking meaning and making connections while effectively navigating interdependence and diversity. According to Lipman-Blumen (2002), leaders should foster constructive relationships and facilitate collaboration among individuals with different perspectives and backgrounds. This approach, called **connective leadership**, promotes a more collaborative and inclusive leadership style and the creation of a shared purpose and commitment within the organization. To be effective, connective leaders should possess solid political acumen and ethical standards, demonstrate authenticity and accountability, foster community-building, balance short-term actions with long-term thinking, and inspire others to take action toward improving the world (Lipman-Blumen, 2002).

In contrast to the traditional notion of a single heroic leader, the concept of **dispersed leadership**, as outlined in the late 1990s by Senge et al. (1999), proposes a different model. According to this model, effective leadership within an organization is not concentrated in one person but instead distributed across interdependent communities of leaders. In a dispersed leadership model, multiple people assume leadership roles and responsibilities, each contributing their unique expertise and perspectives. These leaders form interconnected networks and collaborate to guide the organization toward its goals. Each leader brings

different strengths and skills to the table, enhancing the collective leadership capacity of the organization.

Effective leadership, according to Kouzes and Posner (2011, 12), is characterized by **five practices** that serve as the foundation for successful leadership:

- € Modeling the way.
- € Inspiring a shared vision.
- € Challenging the process.
- € Enabling others to act.
- € Encouraging the heart.

**Modeling the way** is one of the five practices of exemplary leadership. It involves leading by example and setting the standard for others to follow. Leaders who model the way create a culture of integrity and accountability, which builds trust and credibility with their followers. This practice requires leaders to be clear about their values and beliefs and consistently demonstrate them through actions. According to Kouzes and Pozner (2011, 47), the most critical practice of exemplary leadership is modeling the way. Leaders who model the way demonstrate integrity and consistency through their actions, earning them the trust and respect of their followers. In the *7 Habits of Highly Effective People* by Covey (2014), he argues that modeling the way is essential in creating a culture of trust, which is critical in any organization. Covey (2014) further states that leaders who model the way inspire their followers to be the best version of themselves, which leads to improved performance and productivity.

The second core aspect of exceptional leadership is the ability to **foster a shared vision**, which entails formulating a captivating and inspiring vision that ignites enthusiasm and drives individuals to collaborate towards a collective objective. Leaders who excel in this area are deeply passionate about their mission and effectively convey it in a manner that profoundly resonates with their team members, thereby cultivating a shared sense of purpose and a unified vision (Kouzes, Pozner, 2011). Kouzes and Pozner (2011) argue that leaders who inspire a shared vision are visionary and can articulate their vision to inspire and motivate their followers. They further state that leaders who inspire a shared vision can align their followers' goals with the organization's vision, which leads to increased

engagement and commitment. Sinek (2019) argues that inspiring a shared vision is critical in creating a sense of purpose and direction in an organization. Sinek (2019) further states that leaders who inspire a shared vision generate a sense of belonging among their followers, which leads to improved performance and productivity and a greater sense of ownership of the vision.

The third practice, **challenging the process**, involves challenging the status quo and seeking new and innovative ways of doing things. Leaders willing to challenge the process are eager to take risks and are not afraid of failure. Kouzes and Posner (2011) describe leaders who challenge the process as being courageous. They encourage their followers to think freely and produce new, innovative, and creative solutions to problems. Hesselbein and Goldsmith (2009) argue that challenging the process is critical in today's fast-paced and ever-changing world and that those who are courageous enough to challenge are better able to adapt to change and better equipped to navigate the challenges that come with it.

Kouzes and Posner (2011) recognize the fourth practice as vital to effective leadership: "**Enabling others to act.**" This practice revolves around empowering and facilitating individuals to take action in pursuit of a shared objective. Leaders who excel in enabling others foster an environment that promotes teamwork and collaboration. Empowering individuals fosters a climate of trust, fostering a heightened sense of ownership and accountability among team members.

The ultimate practice of leadership, named "**Encouraging the Heart**" by Kouzes and Posner (2011), is crucial in effective leadership. Accomplished leaders demonstrate appreciation and express gratitude, enhancing their followers' and their peers' motivation and dedication. Kouzes and Posner (2011) emphasize that leaders who excel in encouraging the heart take the time to celebrate achievements and acknowledge the valuable contributions of others. Moreover, these leaders can forge solid and enduring relationships with their followers through encouragement. Avey et al. (2008) found that leaders who encourage the heart can create a positive workplace environment, increasing job satisfaction and employee engagement. In addition, it creates a sense of belonging and loyalty among their followers, resulting in higher retention rates in the workplace.

In contrast, Goleman (1998) outlined the crucial **emotional competencies** he deemed indispensable for effective leadership. According to the author, these competencies serve as the foundation for understanding the emotional aspects of leadership, which can be categorized into two components. The first component, "inner leadership," encompasses self-awareness, self-management, and social awareness. The second component, known as "outer leadership," corresponds to social skills on an emotional level (Goleman, 1998). Furthermore, Goleman (1998) emphasizes that it is imperative to cultivate and develop one's inner leadership capabilities to achieve effective leadership. With a strong foundation in these areas, it becomes easier to effectively grow the other qualities and characteristics associated with being a proficient leader.

## 2.2 Curriculum Design

The idea of curriculum is universally recognized. This concept has become established in teaching practices and is now considered fundamental. However, several **definitions** attempt to clarify the different aspects that constitute a curriculum (Table 1).

Tomlinson et al. (2008) provide a reference for understanding the concept of curriculum. According to them, a curriculum is a plan that considers the connections between the three main factors of the teaching-learning process: the content, the teacher, and the students (Tomlinson et al., 2008). Print (1993), instead, described a curriculum as a purposeful collection of carefully designed educational experiences provided by an institution to learners, engaging them in interactive activities throughout the implementation of the curriculum. Regarding the language curriculum, Stern (1992) provided a definition that encompasses a thorough blueprint for language instruction. This blueprint entails the systematic arrangement of goals, subject matter, professional growth of teachers, instructional approaches, learner techniques, scheduling, and assessment.



Table 1. Definitions of Curriculum.

<b>Definitions of Curriculum</b>	
Tomlinson et al. (2008)	A curriculum is a plan that considers the connections between the content, the teacher, and the students.
Print (1993)	A curriculum is a collection of carefully designed educational experiences.
Stern (1992)	A language curriculum is a systematic arrangement of goals, subject matter, professional growth of teachers, instructional approaches, learner techniques, scheduling, and assessment.

Glatthorn (2018) has identified six distinct **types of curriculum** that shed light on different aspects of its implementation (Table 2). These distinctions help to capture the various dimensions and components of the curriculum. One such type is the "**recommended curriculum**," as Glatthorn (2018) described. This particular curriculum refers to non-statutory recommendations that may stem from policy-making bodies at the national level. The recommended curriculum emphasizes the significance of specific knowledge and skills that educational settings should prioritize. It serves as a guideline, offering suggestions regarding the content and focus of instruction. The second type identified is the **written curriculum**, also known as the formal curriculum. This curriculum type ensures the fulfillment of educational objectives and is characterized by its detailed and specific nature. The **supported curriculum**, as described by Glatthorn (2018), focuses on the resources allocated to facilitate and bolster the implementation of the curriculum. It emphasizes providing the necessary materials, tools, and support systems to deliver the intended curriculum effectively. The **taught curriculum** refers to the actual content and instructional practices that take place in the classroom. It encompasses the knowledge and skills imparted to students through teaching strategies and methods. On the other hand, the **tested curriculum** relates to the aspects of learning that are evaluated and assessed through tests and assessments. It centers on the specific areas or outcomes that are measured to gauge student understanding and progress. Lastly, Glatthorn (2018) highlights the **learned curriculum**, which encompasses the broader changes in students' values, perceptions, and behaviors due to their overall school experience. This type

of curriculum extends beyond academic knowledge and includes students' social, emotional, and ethical development.

Table 2. Types of Curriculum According to Glatthorn (2018).

Curriculum Types		
1	Recommended Curriculum	It refers to non-statutory recommendations that may stem from policy-making bodies at the national level. It serves as a guideline, offering suggestions regarding the content and focus of instruction.
2	Written or Formal Curriculum	It ensures the fulfillment of educational objectives and is characterized by its detailed and specific nature.
3	Supported Curriculum	It focuses on the resources allocated to facilitate and bolster the implementation of the curriculum.
4	Taught Curriculum	It refers to the actual content and instructional practices that take place in the classroom.
5	Tested Curriculum	It relates to the aspects of learning that are evaluated and assessed.
6	Learned Curriculum	It encompasses the broader changes in students' values, perceptions, and behaviors due to their overall school experience.

Moore (2021) has outlined a **six-step process for curriculum design** (Table 3). The **first step** involves identifying the principles and purposes that the curriculum aims to achieve. These principles should align with the school's values and be discussed with relevant stakeholders. Once the curriculum's intents have been established, the **second step** focuses on determining pupil entitlement. This phase entails defining what the course will offer students and considering any additional opportunities or extensions that can enhance their learning experience. Moving on to the **third step**, the curriculum designer must define the content, including its scope and balance. Subject maps organize the content into smaller components, such as knowledge and skills. This process clarifies what, when, and why specific topics will be taught while establishing connections with other

subjects. The **fourth step** involves planning the delivery of the curriculum by creating a "teaching narrative", as described by Moore (2021). This narrative ensures the curriculum is sequenced and cohesive, facilitating effective instruction and learning. The **fifth step** will identify the resources needed to support curriculum implementation, including selecting materials, tools, and other educational resources to maintain quality in the teaching and learning process. Lastly, the design process defined by Moore (2021) concludes with reviewing and evaluating the curriculum. This **final step** allows for assessing the curriculum's impact on the various factors involved in the teaching and learning process. Through evaluation, any necessary adjustments or improvements can be made to enhance the curriculum's effectiveness.

Table 3. Steps of Curriculum Design According To Moore (2021)

<b>Curriculum Design Steps</b>	
1	Identifying the principles and purposes that the curriculum aims to achieve
2	Defining the content: what the course will offer students and considering any additional opportunities or extensions.
3	Defining the content, including its scope and balance.
4	Planning the delivery of the curriculum.
5	Identifying the resources needed to support curriculum implementation.
6	Reviewing and evaluating the curriculum.

The planning of the curriculum of the BES Enhanced Italian Programme (EIP), the focus of this thesis, has been developed based on the six steps outlined by Moore (2021), but also noting that "the curriculum planning process may not always follow a linear process" (Tomlinson et al., 2008). The author has been able to tailor the curriculum to the students' learning requirements and maximize their engagement and growth in Italian by being open to modifications and adjustments based on their needs.

Recognizing a **good curriculum** can be complex due to the diverse perspectives and considerations involved. Wilson (2018) conducted a study that sought to gather insights from students regarding curriculum analysis, highlighting the invaluable input of teachers in curriculum design, implementation, and assessment.

The findings of Wilson's study underscore several vital characteristics that teachers consider essential for a good curriculum. These include a user-friendly format that facilitates ease of use and navigation, numbered, coded, or sequenced sections, and visual aids to enhance comprehension. Furthermore, a good curriculum should possess standard components, such as a title page, which clearly identifies the document's purpose and relevance to the teaching and learning process. A table of contents is also beneficial for easy reference. A graphic organization of the content aids in visualizing the structure and flow of the curriculum. Clarity in differentiating and explaining the curricular aims, goals, and objectives is crucial. Moreover, a good curriculum directly connects with the school's vision and mission, aligning its content and goals with the broader educational context. A good curriculum may include appendices with sample lesson plan prototypes, related resources, or materials that support effective teaching and learning. This provision of practical examples can aid teachers in implementing the curriculum effectively. Lastly, a good curriculum should cite appropriate references, acknowledging the sources of information and research that informed its development.

Moore (2023) delves into the features of an **ambitious curriculum**, highlighting key aspects that contribute to its effectiveness. Firstly, an ambitious curriculum should cater to the needs of all children, regardless of their background or personal histories, promoting inclusivity and equitable learning opportunities. Secondly, the curriculum should encompass a broad and balanced range of subjects, valuing the importance of all disciplines. This approach ensures that students receive a well-rounded education encompassing various knowledge areas. Additionally, an ambitious curriculum should identify overarching concepts that serve as the foundation for the entire curriculum. By emphasizing these more significant concepts, students can better understand the interconnectedness of different topics and subjects within the curriculum. Furthermore, an ambitious curriculum should emphasize acquiring knowledge and skills. The description of knowledge and skills should be well-sequenced, building upon foundational concepts and gradually progressing in complexity. High expectations and principles should guide the curriculum to maintain ambitious standards, setting rigorous goals and benchmarks that challenge students to reach their full potential. Language also plays a crucial role in an ambitious curriculum. The use of language

should adhere to high standards, promoting clarity, precision, and effective communication. Lastly, for an ambitious curriculum to be successful, it is essential to have knowledgeable teachers who possess expertise in their respective subjects. These teachers play a pivotal role in delivering the curriculum effectively and engaging students in meaningful learning experiences. Additionally, high-quality resources and materials should be available to support the curriculum's implementation and enhance the teaching and learning process.

Tomlinson et al. (2008) emphasize several critical **characteristics of a well-designed curriculum**. According to their perspective, a curriculum should effectively define the required content and standards in a structured and organized manner, ensuring that educators clearly understand what needs to be taught and what students are expected to learn. Furthermore, Tomlinson et al. (2008) argue that the selection of curriculum content should consider the students' motivation profile. By aligning the curriculum with students' interests, preferences, and individual needs, educators can enhance student engagement and promote a sense of ownership over their learning. When students find the curriculum relevant and personally meaningful, they are more likely to be motivated, challenged, and actively involved in the learning process. Moreover, the authors (Tomlinson et al., 2008) suggest that a well-designed curriculum should foster group and individual student development. The curriculum can promote a sense of belonging and encourage students to work together towards common goals by incorporating opportunities for collaborative work, cooperative learning, and community-building activities. At the same time, the curriculum should also address individual students' unique needs and strengths, providing them with personalized learning experiences. In conclusion, Tomlinson et al. (2008) stress the significance of integrating high-quality resources into the curriculum. Educators can enhance the effectiveness of their lessons by incorporating various resources such as textbooks, digital tools, supplementary materials, and instructional strategies. Access to appropriate resources can support student success by providing the necessary tools, materials, and support systems to deepen their understanding and meet the desired learning outcomes.

### 3 METHODOLOGICAL FRAMEWORK

#### 3.1 Methodological Approach

An ecological **paradigm** guides this research, seeing reality as a systemic structure where everything is interconnected. Therefore, the researcher's task is to understand the phenomenon within the context in which it occurs naturally. It is necessary to adopt an evolutionary structure to study a systemic structure, i.e., to observe that everything transforms over time, unpredictably influencing other system components. Therefore, research cannot be conceived a priori but should be an evolutionary process (Mortari, 2007.). Furthermore, this study started from the epistemological assumption that no attainable approach can grant us complete certainty or absolute comprehension of the true nature of reality (Mortari, 2007). Adopting the ecological paradigm to obtain a systemic view of the phenomenon, the author sought the relationships and interdependencies of the object of study, existing between its constituent elements and those established within the context. Furthermore, she did not attempt to give linear explanations of cause-effect, which would have simplified the object of study. Still, she adopted a complex logic precisely because the course under study was understood to be located within a system, which it shapes and by which it, in turn, is shaped.

The author of this study is aware of the ethical implications of this research. Precisely for this reason, the investigation process has been subjected to monitoring entrusted to different points of view, that of the supervisor and the professionals involved in the development of the project because, as Mortari states, conducting thorough research on a complex topic like educational action necessitates collaboration and the avoidance of isolation (Mortari, 2009). Moreover, the researcher collected the informed content of all the participants before data collection.

Moreover, this study has a utility criterion: to provide support for BES students who do not speak Italian and a curricular and leadership reference for schools interested in establishing a similar program.

A phenomenological research **philosophy** guided this study, understood according to the hermeneutic phenomenological approach. Following this philosophy, it is essential to respect two principles: the principle of evidence and the principle of transcendence. The former involves expressing the phenomenon as it manifests or presents itself (Mortari, 2007); the latter, on the other hand, calls for searching for the hidden profile of things. These two principles, which may seem opposites, are complementary and ask the researcher to allow oneself to be led beyond superficial appearances in pursuit of a deeper understanding of the essence of things while maintaining fidelity to the outward characteristics they exhibit (Mortari, 2007).

The researcher conducted this study applying a qualitative **method**. As explained by Creswell (2023), when using this method, «the research process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data» (Creswell, 2023). The qualitative method was chosen for this research because it allows us to gather the information necessary to understand the phenomenon studied in depth and from multiple perspectives, even as it is a small sample (Moilanen et al., 2022). In addition, as explained by Creswell and Poth (2018) and Marshall and Rossmann (2022), this method allows the participants to capture the meaning they give to the phenomenon studied and observe the latter in its natural environment. Moreover, this method uses the researcher himself/herself as a critical research tool, thus ensuring flexibility and adaptability of the study to the investigated environment. In addition, the different data collection tools allow participants to feel free and not trapped in boundaries delineated by overly rigid and predetermined instruments. According to Creswell (2023), this method combines inductive and deductive data analysis. A researcher developing qualitative research usually works initially inductively, starting with the collected data and gradually organizing it in a more and more abstract way, and then moving on to a more deductive investigation of the results, which seeks to compare the results collected with the theories that support them, to see if further evidence needs to be gathered. Finally, this method allows the researcher to change his or her research plan. This adaptation usually occurs when the study becomes more in-depth and allows for better research targeting to obtain higher-quality information.

The chosen research **strategy** for this study is the case study approach. According to Mortari, a case study is a strategy employed when the aim is to gain a comprehensive understanding of a phenomenon in its unique and original context (Mortari, 2007, 203). This strategy aligns well with the research problem addressed in my thesis, as it enables the exploration of a specific case to inductively develop a theory. A case, as defined, represents a bounded system (Merriam, 2001, 75). It's important to note that these boundaries are not fixed and stable but are defined by the researcher. The uniqueness of this research strategy lies in the analysis of the case within its natural environment, as opposed to a controlled laboratory setting. Mortari emphasizes that a case study is characterized by concreteness, involving the examination of real-life situations, and contextuality, as the developed theory is intricately connected to the research environment (Mortari, 2007, 207). The adoption of this strategy stems from the researcher's intention for this study not to serve as a generator of a universal theory, but rather as an exploration of the needs and beliefs specific to the institution under scrutiny. This approach ensures that the investigation contributes to the construction of a theory characterized by fluid thinking. Such a theory encourages an ongoing process of revision and redefinition of knowledge, grounded in experience (Mortari, 2009).

The application of this research strategy presents certain challenges, with the primary concern being the representativeness of the sample. To conduct the case analysis, interviews were conducted with the Head of Primary, the teacher responsible for the Enhanced English Program, and teachers from three classes where students participating in the Italian Enhanced Program are enrolled. Despite the small sample size, the study does not assert claims regarding representativeness. Instead, it aims to "say much about little (Silverman, 2002, p.152). This approach aligns with the concept of "reconnaissance" in action research, involving the reconstruction of the investigated phenomenon (Mortari, 2009, p.73). Moreover, employing this research strategy has facilitated the highlighting of practical teaching knowledge, aligning with the objective to "produce something useful for practitioners." According to Mortari (2009, p.74), practitioners may find richer insights in the account of an individual case than in arguments that



operate on a more generalized plane. Another challenge, closely tied to the participant selection, arose during the data collection phase. Specifically, interviews with two teachers were conducted during their working hours, imposing constraints on the available time due to their professional commitments.

### 3.2 Data Acquisition Methods

To answer the research questions in depth and ensure a high level of reliability and validity to the research, the researcher used different tools and data collection methodologies.

A **journal** accompanied the entire course of the project, which made it possible to record what was observed and experienced by the researcher. In particular, the journal allowed for recording data about problems, ideas, and difficulties (Cohen et al., 2018) in leadership that emerged during the observation of project management. The observation was chosen because it gives researchers a unique chance to collect real-time information from naturally unfolding social environments directly (Wellington, 2015). Employing observation as a primary research approach promises to generate more credible and genuine data obtained through mediated or inferential methods (Cohen et al., 2018). Observation offers additional advantages as well. As noted by Robson (2002), individuals may act differently from what they verbally claim, and observation serves to verify such claims. Furthermore, observation allows researchers to critically examine everyday behaviors that might otherwise be assumed, anticipated, or overlooked (Cooper & Schindler, 2001). The researcher remained aware that drawing inferences during the observation process can be risky, as incidents observed are often less predictable than other data collection methods (Cohen et al., 2018).

In this thesis, the researcher employed a **semi-structured observation** approach. This type of observation involves the observer having predetermined issues to explore. Still, the data collection process is less rigid and systematic than highly structured observations (Cohen et al., 2018). In particular, the researcher focused on observing how problems were solved, noting the activity, the problem,

the solutions implemented in the journal, and any other observations. Consequently, this form of observation is more focused on generating hypotheses than testing them, and the data collected will require a thorough review before proposing explanations for the observed phenomena (Cohen et al., 2018). Throughout this study, the researcher assumed the role of a participant-as-observer, meaning she actively participated in the group while openly acknowledging her position as an observer. In this context, the researcher consciously tried maintaining a delicate equilibrium between engagement and detachment, intimacy and distance, and familiarity and novelty (Cohen et al., 2018).

The researcher also used **semi-structured phenomenological interviews**, which, according to Kvale (1983), consist neither of a free conversation nor a highly structured questionnaire. These interviews made it possible, in particular, to collect data that helped implement the curriculum.

After identifying the research problem, the researcher needs to select the **participants**. Unlike quantitative research, where participants must be a representative sample of the population, phenomenological research chooses participants because they have first-hand experience of the phenomenon under investigation. To guide the choice of participants, the researcher should ask himself: «Do you have the experience that I am looking for?» (Englander, 2012). This principle guided this research, particularly the relationship with the interviewees, who have in-depth knowledge of the context and extensive experience of the phenomenon under investigation. In this research, the interview proved particularly useful in gathering the expertise of the teacher involved in the Enhanced English Program (EEP) to design the curriculum based on direct experience within the studied context. The head of primary was also interviewed to enable the researcher to collect data regarding the curriculum structure she then outlined and its integration with what teachers already apply in the classroom. In addition, to ensure that the program was linked to classroom activities, the researcher interviewed class teachers to understand which language objectives they felt should be achieved by the children to participate actively and fruitfully in classroom activities.

Once the participants have been identified, the researcher has the task of formulating the questions. Since this is a phenomenological interview, the questions

must allow the interviewee to describe the situation in which he or she experienced the phenomenon. According to Giorgi (2009), the phenomenological interview seeks to achieve as complete a description of the participant's experience as possible. Using a semi-structured interview, the researcher decided to prepare the interviews by establishing some research points of interest, then deciding during the interview what questions to ask and whether to touch on all the predetermined points, thus allowing the investigated phenomenon to appear in its naturalness and emphasizing the participants' views. These points identified as salient are the connection of the EIP curriculum with the PYP, the structure of the curriculum, and the teachers' expectations of the course itself.

### **3.3 Data Analysis Methods**

The researcher used **content analysis** to analyze the data collected through the interviews. This analysis enabled her to obtain valid inferences from the collected data and accurately represent the phenomenon under investigation (Krippendorff, 1980). It is thus an inductive content analysis, in which categories were constructed from the data, combining details into broader, generalized constructs. The goal of this process is to obtain a description of the phenomenon being analyzed (Elo & Kyngös, 2008). One of the reasons behind the choice of this type of analysis is that there are no precise guidelines for proceeding. Each research adopting content analysis turns out differently, and the results depend on the abilities of the research subject (Hoskins & Mariano, 2004). Therefore, this allowed the adaptation of the analysis to the data collected to investigate the research problem best. Moreover, the data analysis started from the assumption that reality can be interpreted differently, and its understanding is closely related to subjective interpretation: a text always conveys different meanings and can be approached with different degrees of interpretation (Graneheim & Lundman, 2004).

The first step of the data analysis was to transcribe the interviews, creating a table divided into three columns: discursive action number, speaker, and text. After reading the texts several times, the researcher divided the text into discursive units, finding descriptive labels for each (Table 4). This step is called "open

coding," and the labels, in this case, constitute notes written while reading the text itself (Elo & Kyngös, 2008).

Table 4. Descriptive Labels, HP Interview, 2/H.P./a

N.	S.	U.	TEXT	DESCRIPTIVE LABELS
2	HP.	a	So... for me, like if you think about language delivery and teaching like the instruction of a language from grammar to sentence structure, to... sharing your ideas in a clear way, I think that... If we think of it as a subject () then... it's always best to incorporate it into the central idea, the lines of inquiry ()	Connect the language learning with the Unit of Inquiry

The researcher then identified conceptual labels through a process of abstraction that could highlight each discursive unit's salient concepts (Table 5).

Table 5. Conceptual Labels, HP Interview, 2/H.P./a

N.	S.	U.	TEXT	CONCEPTU- ALLABELS
2	HP.	a	So... for me, like if you think about language delivery and teaching like the instruction of a language from grammar to sentence structure, to... sharing your ideas in a clear way, I think that... If we think of it as a subject () then... it's always best to incorporate it into the central idea, the lines of inquiry ()	Connection with the Unit of Inquiry

After identifying all the conceptual labels of all the interviews, the researcher performed further abstraction to identify categories. This stage of category creation is what most characterizes qualitative content analysis. The categories must be exhaustive and mutually exclusive; therefore, every data available must be categorized, and no data can fit into more than one category (Krippendorff, 1980). Categories can thus be understood as expressions of the manifest content of a text (Graneheim & Lundman, 2004). The point of grouping conceptual labels into categories is to find meaning and describe the phenomenon, to increase understanding, and to generate knowledge (Cavanagh, 1997). In this way, after assigning a color to each category, coding was created to analyze the collected data (Table 6).

Table 6. Interviews Analysis Coding

Categories	Conceptual Labels
PYP Elements	Connections with the Units of Inquiry
	PYP Provides Motivation
	Agency
	Inquiry
Learning Process	Environment Effect on Learning
	Variability of the Students
	Building a Relationship
Course Structure	Basic Italian for Communication
	Language of Communication
	Collaborative Planning
Examples	Examples of Activities
	Examples of Contents
	Other Examples

The author applied a **reflexive thematic analysis** to analyze the data collected through the journal. The researcher chose this technique to emphasize the reflexive and subjective nature of the data collection method. Indeed, as Braun and Clarke (2021, 12-13) explained, subjectivity and reflexivity are essential aspects of this type of data analysis. Therefore, the researcher applying reflexive thematic analysis must be willing to demonstrate their position regarding the research problem and be open to uncertainty during the analysis process (Braun & Clarke, 2021, 24).

To proceed with the analysis of the data collected through the journal, the researcher applied the six steps suggested by Braun and Clarke (2021, 34-35):

1. Familiarization with the collected data.
2. Identification and description of meaningful data segments.
3. The initial generation of themes through the identification of patterns within the collected data.
4. Implementation and revision of themes.
5. Nomenclature of the identified themes.
6. Writing.

The familiarization phase was essential in becoming better acquainted with the collected data and discovering different perspectives to read and interpret the reflections made during the observation. To proceed with selecting the extracts to work on, as Braun and Clarke (2021, 133) advocated, the researcher selected the most significant examples, trying to make balanced choices within the entire dataset. She subsequently organized all segments into a table divided into four columns: segment number, date, extract, and label (Appendix 6). The researcher identified the code labels by making sure they described the segment analytically and significantly, as suggested by Braun and Clarke (2021, 34). From these labels, it was then possible to identify themes, ensuring that these were consistent with both the coded extracts and the entire dataset (Braun & Clarke, 2021), and create a coding (Table 7).

Table 7. Journal Analysis Coding

<b>Themes</b>	<b>Labels</b>
Problem Solving	Communication
	Solution Planning
	Managing Resources
	Taking Action
Human Resources Management	Valorization
	Staff
	Safeguarding

The use of these techniques of data analysis ensures the reliability of the research, which is given by credibility, reliability, and transferability of the results obtained. Credibility involves the research focus, the choice of the most appropriate data collection method, the size of the research sample, and the selection of meaning units during data analysis. Credibility is also related to how well the categories succeed in describing the data collected. Reliability, on the other hand, refers to the degree to which the data change over time and changes in the researcher's decisions during the analysis process. Finally, the researcher may suggest the transferability of results but is primarily related to the reader's decisions about their use in other contexts (Graneheim & Lundman, 2004).

## 4 RESEARCH RESULTS

### 4.1 From the Interviews

To conduct this case study, the author interviewed five people who were chosen, as previously explained, based on their experience of the case under study. Based on this criterion, the respondents were the Head of Primary, who also serves as Primary Years Programme (PYP) coordinator, the teacher of the Enhanced English Programme (EEP), a course that has already been in place for several years within the school under study, and the teachers of some pupils participating in the Enhanced Italian Programme (EIP) (Year 1, Year 3 and Year 4) were interviewed.

The data analysis led to the construction of coding, which has been already presented in Section 3.3 (Table 6). To analyze the data obtained from the interviews with teachers, the researcher considered the structure of the narratives based on the frequency and relationship between the different categories.

The category that emerged as the most frequently used is "**Examples**," highlighting the participants' emphasis on practical know-how. Notably, all respondents consistently employ this category and often juxtapose it with either their most frequently used category or the second most used (if "Examples" was the first) to substantiate their explanations of ideas. Within this category, the most frequently used conceptual label was "Examples of Activities," which was employed by the Head of Primary (Appendix 1), the EEP teacher (Appendix 2), the third (Appendix 3), and the first (Appendix 4) grade teachers. The fourth-grade teacher (Appendix 5), on the other hand, cited only content-related examples. Finally, only the Head of Primary (Appendix 1) and the EEP teacher (Appendix 3) resorted to other types of examples. From the examples of activities proposed by the respondents, it is possible to create a list of recommended activities, as shown in Table 8.



Table 8. Activities suggested by respondents.

<b>Activity Explanation</b>
Choosing the format of a written text.
Starting to learn a content in their mother language.
Creating a list of keywords.
Translating the Lines of Inquiry.
Unpacking the Central Idea.
Flash Cards.
Sign Language.
Card Games.
Drawing and explaining the draw.
Discussing.
Reading comics and talking about it.
Reading.
Using books divided in chapters with a word-bank.
Word work.
Text comprehension.

Moreover, participants who brought examples of the content to be covered in the course talked about basic sentences, key vocabulary inherent to the classroom, verbs, Unit of Inquiry vocabulary, subject-specific vocabulary, and finally rules and Learner Profiles.

Additionally, it is noteworthy to observe distinctions in the utilization of categories between teachers and the Head of Primary. Teachers exhibit a heightened emphasis on categories related to course structure and the learning process. In contrast, the Head of Primary, who also serves as the PYP coordinator, predominantly employs the category "PYP Elements".

In analyzing the category "**Course Structure**" for the participants it is essential for the course in the first part of the year to have objectives related to learning basic Italian and then to move on to link the glottodidactic work with the Units of Inquiry addressed in the classroom: "The first six weeks doing like a basic funda-

mentals of welcome to the language. And then... they start to incorporate connected ideas to what's going on in the classroom.” (Head of Primary, Appendix 1). The EEP teacher also talks about this but explains how it is essential for him to start with the basics of communication and then work on building a relationship between teacher and learner: “They need to learn [...] Colors, some verbs, some... objects, [...] And then trying to like break the ice with them a little bit.” (EEP Teacher, Appendix 2)

Within this category, the EEP teacher and year three teacher produced discursive units related to collaborative planning. The year three teacher would like the educator who holds the EIP to participate in team planning (Year 3 Teacher, Appendix 3), while the EEP teacher speaks of it as a shortcoming of his course, as lesson planning is individual but is often changed by the classroom teacher's needs: “I plan something and then everybody changes it.” (EEP Teacher, Appendix 2)

Regarding the category "**Learning Process**," the most frequently used conceptual label is that of learner variability. In particular, the Head of Primary explains how this affects language learning, saying that “It depends on when how quickly the student absorbs and adopts this new language” (Head of Primary, Appendix 1), the EEP teacher speaks of it as challenging to handle in his classes, explaining that “When you have three kids from three different classes, and every teacher is doing something different.[...] Which could sometimes be a little bit... challenging” (EEP teacher, Appendix 2), while classroom teachers use it to describe the students in their class who participate in the course.

Observing the category "**PYP Elements**", class teachers only talked about PYP concerning possible connections with Units of Inquiry, except the Year four teacher, who also produced one discursive unit that belongs to the "Inquiry" label. In contrast, the Head of Primary and the EEP teacher and coordinator produced discursive units related to different conceptual labels belonging to the PYP category.

Therefore, the conceptual label "Connections with the Units of Inquiry" is the most used in this category. All participants in the discursive units attributable to this

label explained how, in their opinion, one can connect the EIP to the Units of Inquiry addressed in the classroom (Table 9).

TABLE 9. How to connect the EIP to the UOI.

<b>How to connect the Enhanced Italian Programme to the Units of Inquiry</b>
Incorporate it [the course, ed.] into the central idea and the lines of inquiry.
Use the EIP for introductory activities
Introduce the vocabulary of the Unit.
Provide tools to better understand the Unit.
Work on concepts.

According to the Head of Primary and the fourth-grade teacher, the elements that can adapt EIP to PYP are inquiry (year 4 teacher, Appendix 5) and the promotion of student agency (head of primary, Appendix 1).

Finally, both the EEP teacher and the Head of Primary emphasize the positive effect of PYP on learning motivation, saying that "With the PYP [...] you're more likely to interest the children" (EEP Teacher Interview, 20/E.T./e) and "the PYP provides the so what?" (Head of Primary Interview, 2/H.P./b).

## 4.2 From the Journal

After reading the collected data multiple times for the familiarization phase, the author created a word cloud (Image 1) using the Mentimeter app. Specifically, she tried to read the data to answer the second research question: what are the most beneficial leadership characteristics for effectively implementing and managing the EIP within a primary school setting? This first phase provided an initial idea with respect to the most relevant segments and topics of the collected data, which can be found in the Appendix 6.



FIGURE 1. Word Cloud. Data Familiarization.

Next, the author selected significant segments of the dataset and made notes about the meaning of the annotations taken during the observation period. These notes were then the basis for generating labels and themes, which allowed for coding, as shown in Table 7, Section 3.3 of this thesis. The different stages of this process of analysis allowed for in-depth reflection on the data collected, thus enhancing the researcher's experience. As can be guessed from coding (Table 7), the **problem-solving** process involves, communication, solution planning, available resources, and taking action. At the same time, human resource management necessarily involves the staff on hand and needs attention to staff valorization and safeguarding.

The most commonly used label is "**Communication**". This word, in fact, appears large in the center of the Word Cloud (Image 1) and is often repeated within it, associated with an adjective. An in-depth analysis of the data collected shows that it is important for communication to be transparent and frequent: "Communication is never enough" (Appendix 6, Journal Extract N. 6). In addition, according to the data collected, when planning and sharing communication, it is important to remember to keep an open mind to different points of view and attentive to the needs of the people involved, celebrate the accomplishments, offer solutions to the problem: "To get everyone's cooperation and solve the problem, I would need

to take on some behaviours that are fundamental to me: Celebrate accomplishments, open my mind to other perspectives, and offer solutions, not only to highlight the problem” (Appendix 6, Journal Extract N. 4). Another essential element of communication is to make sure that the message is shared with all interested recipients, but not forward it to people or departments not involved in the problem-solving process. As explained earlier, another key aspect of problem-solving is the **solution-planning** part. At this stage, according to the researcher, it is essential to take the proper time and focus on developing a constructive solution: “I first needed to take time, think carefully, and figure out how to solve this problem constructively.” (Appendix 6, Journal Extract N. 3). In addition, it is desirable to cooperate with colleagues. Another component to consider in problem-solving is the **resources** at hand, trying to make the most of them as best as possible, and also considering information as such: “[...] How important it is to have access to information, including logistical, financial, and general human resource management information, to ensure a good educational project” (Appendix 6, Journal Extract Ns. 19). In addition, it is important for a leader to know how to use all his or her skills to make up for any shortcomings as much as possible. Finally, to solve a problem, “It is necessary to **take action**” (Appendix 6, Journal Extract No. 12) and do so at the same time with kindness and firmness, not forgetting to monitor future developments.

Moving on to analyze the **Human Resources (HR) management**, the researcher recounted three aspects she worked on during the case under study. In particular, she thinks that it is important to “[...] Work on staff selection and their professional development” (Appendix 6, Journal Extract N. 5) in order to thus enhance and promote the human resources already present in the school and also promote in them an increase in motivation and productivity: “Although excellent new ideas and perspectives can come from outside, it is vital to be able to value and promote internal resources, who can make a positive contribution to the project through their knowledge of the context and in this way we can also make them feel appreciated for their work and increase their motivation and productivity” (Appendix 6, Journal Extract N. 21, 22). In developing this project, in fact, it was essential to make the classroom teachers feel involved as well and to keep in mind that “The quality of the school is mainly given by the people who work there” (Appendix 6, Journal Extract N. 10). Another indispensable element in personnel management

was attention to the safety of children and teachers, which must necessarily be a priority of those in charge of a project. Finally, the researcher found one problematic issue, namely the unclear distribution of leadership roles, which led to overlapping and miscommunication.

## 5 DISCUSSION

The objective of this thesis was to identify, through a case study conducted within the Bilingual European School (BES) in Milan, which commissioned it, suggestions for implementing the curriculum of an Enhanced Italian Program (EIP) in a school following the International Baccalaureate Organization's Primary Years Program (PYP) and to identify what leadership characteristics would best lead the course under analysis.

Adopting an ecological paradigm and the principles of phenomenological philosophy and inspired by the phenomenological method, the author collected, through phenomenological interviews, the narratives of the Head of Primary and PYP coordinator, the Enhanced English Programme (EEP) teacher, and three teachers of the institution to answer to the first research question: How can a curriculum for an EIP integrate language learning with the objective of the IB's PYP? The researcher collected data through a journal as well, noting her observations inherent in the leadership style, to answer the second research question: What are the most beneficial leadership characteristics for effectively implementing and managing the EIP within a primary school setting? The researcher implemented a content analysis to analyze the data collected through the interviews and a reflexive thematic analysis to analyze the data collected through the journal. In both cases, the analysis generated a coding so that the collected data could be read and interpreted.

Upon analyzing the narratives of the head of primary and the teachers, it was found that practical knowledge holds great importance. This highlights the need to align the two types of curricula that Glatthorn (2018) defines as the written and the taught curriculum. Therefore, as suggested by Tomlinson et al. (2008) and Wilson (2018) the integration of examples of activities into the written curriculum is highly recommended. This is especially important in cases where teachers are hired externally, as is the scenario in the course under study.

A list of activities suggested by the participants in this research can be found in Table 8, in section 4.1 of this paper.

Referring to the structure of an EIP, adapted to PYP, it is suggested to plan the course in two phases. The first phase would focus on developing basic communication skills, while the second phase would introduce real connections with the ongoing Units of Inquiry in the classroom. Therefore, it is necessary to work first on the language skills of receiving (reading and listening), producing (monologue and writing), interacting (dialogue) and transforming texts, which according to the communicative competence model from Balboni (2014) serve as a bridge between the mind and the outside world. It is thus essential to first support the development of these skills, which will then serve as tools for students to investigate the themes of the units of inquiry. In the second phase it could be possible to plan the Italian language course based on the central idea, the lines of inquiry and the concepts of the ongoing unit of inquiry or use the course as an introduction to the Unit itself, such as through activities focusing on the Unit's vocabulary or the key and related concepts covered in the inquiry or to provide valuable tools to explore further what was investigated in class.

However, this does not mean that the first part of the course should not also be approached with the typical PYP approach. It is indeed desirable to structure the course giving ample space for research and student agency even in the most basic glottodidactic activities.

In planning the curriculum, it is essential to consider students' variability as both a defining feature of the course and a challenge to manage. Indeed, students' language proficiency levels and backgrounds vary widely. This is also suggested by Moore (2023), who says that an ambitious curriculum should cater to the needs of all children, regardless of their background or personal histories, promoting inclusivity and equitable learning opportunities, and Tomlinson et al. (2008) who explain that a well-designed curriculum should include a selection of content that consider the students' motivation profile. Applying the PYP model would support student motivation and increase the inclusiveness of the course, as explained by the International Baccalaureate Organization (2009).

Finally, collaboration between course and classroom teachers in the planning stage is essential to ensure the high quality of this course. In fact, teacher input is according to Wilson (2018) an indispensable element in curriculum design and implementation. Schools, therefore, should necessarily provide adequate space



and time for the enhancement of teachers' cooperative work in curriculum implementation.

The analysis of the data from the journal compiled by the researcher reveals a reflection on two aspects of leadership: problem-solving and HR management. These, as explained in section 2.1.2, devoted to the review of leadership-related literature, are only part of a leader's competencies. The research focused on these as it was limited to what happened during the observation period.

Communication is a crucial aspect of leadership. A leader's communication needs to be transparent; it should celebrate the accomplishments, offer solutions, be attentive to the needs of the people involved, and reach all and only the interested recipients. These aspects of communication are referable to what Hackman and Johnson (2013, 41) define as a democratic leadership communication style. In fact, when planning a solution, it is essential for a leader to take the proper time and focus on developing a constructive solution, possibly cooperating with the involved colleagues.

When it comes to problem-solving, a leader should consider the resources available, make the most of them, and carefully analyze the information at hand. Additionally, a leader should utilize all their skills to overcome any weaknesses and address the problem effectively. These are actions referable to the practice of modeling the way, identified by Kousez and Posner (2011) as one of the five practices for effective leadership.

Moreover, taking action is crucial in solving a problem, but it's equally important to do so with kindness and firmness while keeping an eye on future developments. This aspect relates to the emotional competencies of a leader, which, as highlighted by Goleman (1998), are indispensable for effective leaders.

Furthermore, a good educational leader should invest on human resources, thinking carefully the hiring process, developing their skills through a solid professional development plan, and ultimately valuing their contribution to the organization. Another critical aspect of good leadership in education also relates to the safety and safeguarding of staff and students. Indeed, according to the data collected,

this is an indispensable element in the possibility of implementing quality education. By attending to these elements, a leader can empower and facilitate staff members to act in pursuit of a shared goal, thus applying the practice defined by Kouzes and Posner (2011, 47) as "Enabling others to act."

All these aspects of leadership are attributable to a leadership style, which Lipman-Blumen (2002) defined as connective. Indeed, in the situation studied, many professionals are involved, and the leader must be able to foster constructive relationships among them, encouraging collaboration.

### **5.1 Utility, Limitations and Ethical Considerations of the Research**

This research aimed to give ample space to the practical knowledge and say of the professionals directly involved in the case studied and the researcher's reflection on what she observed. This allowed her to enrich her theoretical studies with knowledge given by experience.

Moreover, it can provide a basis for planning and implementing a language course for students from other schools belonging to the IBO. However, as already mentioned, it is not intended to provide universally valid theories. The fact that the one conducted is a case study and does not aspire to give universally valid conclusions justifies the small number of interviews and the limited observation.

The researcher was aware that the application of the case study presents certain challenges, with the primary concern being the representativeness of the sample, but this can be explained the philosophical approach adopted: phenomenological research chooses participants because they have first-hand experience of the phenomenon under investigation. More research participants, therefore, would not have implemented the quality of findings. Another challenge, closely tied to the participant selection, arose during the data collection phase. Specifically, interviews with two teachers were conducted during their working hours, imposing constraints on the available time due to their professional commitments.

To ensure that this study respected the ethics of research and particularly the welfare of its participants, the researcher collected the informed consent of all the participants before data collection.

Finally, considering the uniqueness of the case studied and having only considered the point of view of a tiny part of the school community, ample room has been left for future in-depth studies in this area of research.

## REFERENCES

Balboni P.E., 2008, *Fare educazione linguistica*, UTET, Torino.

Braun, V., & Clarke, V. (2021). *Thematic Analysis*. SAGE Publications, Ltd. (UK). <https://bookshelf.vitalsource.com/books/9781526417299>

Conche, M. 2014. *Philosophizing ad Infinitum. Infinite Nature, Infinite Philosophy*. Trans. Ledoux, L. & Bonne, H.G. New York: SUNY Press. Original work 2005.

Hartgrove, K., Intrevado, P., & Abel, S. R. 2008. Validation Study: Clarity Multistrip Urocheck. *Journal of the American Society for Clinical Laboratory Science*. *Clinical Laboratory Science* 21 (3), 158-161.

Avey, J. B., Hughes, L. W., Norman, S. M., & Luthans, K. W. (2008). *Using positivity, transformational leadership and empowerment to combat employee negativity*. *Leadership & Organization Development Journal*, 29(2), 110–126.

Bennis, W. (1994). *On Becoming a Leader*, Addison-Wesley, Reading, MA.

Cameron, E., & Green, M. (2012). *Making sense of change management: A complete guide to the models tools and techniques of organizational change*. Kogan Page.

Cavanagh S. (1997). Content analysis: concepts, methods and applications. *"Nurse Researcher"*, 4, 5–16.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. Taylor & Francis Group.

Cooper, D. C. and Schindler, P. S. (2001). *Business Research Methods* (seventh edition). New York: McGraw-- Hill.

Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*, Council of Europe Publishing, Strasbourg, available at [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr).

Covey, S. (2004). *The seven habits of highly effective people*. 15th Anniversary Edition. New York: Simon and Schuster.

Creswell, J. W. and Plano Clark, V. L. (2011) *Designing and Conducting Mixed Methods Research* (second edition). Thousand Oaks, CA: Sage.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

- Creswell, J. W. (2023). *Research design: qualitative, quantitative, and mixed methods approaches* (6th ed.). Thousand Oaks, CA: Sage.
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107-115.
- Friedman, H. H. & Amoo, T. (1999). Rating the rating scales. *Journal of Marketing Management*, 9 (3), 114– 23.
- Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2018). *Curriculum leadership: Strategies for development and implementation*. SAGE publications.
- Goleman, D. (1998). *Working with Emotional Intelligence*, Bloomsbury, London.
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse education today*, 24(2), 105-112.
- Greene, J. C. (2008). Is mixed methods social inquiry a distinctive methodology? *Journal of Mixed Methods Research*, 2 (1), pp. 7– 22.
- Hackman, M. Z., & Johnson, C. E. (2013). *Leadership: A communication perspective*. Waveland press.
- Hartley, J. & Betts, L. R. (2010). Four layouts and a finding: the effects of changes in the order of the verbal labels and numerical values on Likert-- type scales. *International Journal of Social Research Methodology*, 13 (1), pp. 17– 27.
- Hesse-- Biber, S. and Johnson, R. B. (2013). Coming at things differently: future directions of possible engagement with mixed methods research. *Journal of Mixed Methods Research*, 7 (2), pp. 103–109.
- Hoskins, C. N., & Mariano, C. (2004). *Research in nursing and health: Understanding and using quantitative and qualitative methods* (Vol. 23). Springer Publishing Company.
- International Baccalaureate Organization. (2009). *Making the PYP happen: A curriculum framework for international primary education*. International Baccalaureate organization.
- Kelly, A. V. (1983; 1999) *The Curriculum. Theory and practice 4e*, London: Paul Chapman.
- Kotter, J. P. (1995). *Leading change: why transformation efforts fail*, Harvard Business Review, 73 (2), pp 59– 67.

- Kotter, J. P. (1996). *Leading Change*, Harvard Business School Press, Boston, MA.
- Kouzes, J. M., & Posner, B. Z. (2011). *The five practices of exemplary leadership* (2nd ed.). John Wiley & Sons.
- Krippendorff, K. (1980). *Content analysis: An introduction to its methodology*. Sage, Londra.
- Lipman-Blumen, J (2002). *The age of connective leadership*, in (eds) F Hesselbein and R Johnston, *On Leading Change*, pp 89– 101, Jossey-Bass, San Francisco, CA.
- Marshall, C., & Rossman, G. B. (2022). *Designing qualitative research* (7th ed.). Sage.
- Merriam, S. B. (2001). *Qualitative research and case study applications in education*. Jossey-Bass, San Francisco.
- Moilanen, T., Ojasalo, K., & Ritalahti, J. (2022). *Methods for development work: new kinds of competencies in business operations*. BoD-Books on Demand.
- Moore, M. (2021). *Six Steps of Curriculum Design | How to design your curriculum*. Cornerstones Education. <https://cornerstoneseducation.co.uk/news/how-to-design-your-curriculum/>
- Moore, M. (2023). *How to design an ambitious primary curriculum*. Cornerstones Education. <https://cornerstoneseducation.co.uk/news/how-to-design-an-ambitious-primary-curriculum/>
- Morgan, G. (1986). *Images of organizations*, Sage, Thousand Oaks, CA.
- Mortari, L. (2007). *Cultura della ricerca e pedagogia. Prospettive epistemologiche*. Roma: Carocci.
- Mortari, L. (2009). *Ricerca e riflettere: la formazione del docente professionista*. Carocci, Roma.
- Osgood, C. E., Suci, G. S. and Tannenbaum, P. H. (1957). *The Measurement of Meaning*. Urbana, IL: University of Illinois.
- Print, M. (1993) *Curriculum Development and Design*, Allen and Unwin, St Leonards, NSW.
- Robson, C. (2002). *Real World Research* (second edition). Oxford: Blackwell.
- Senge, P, Kellner, A, Roberts, C, Ross, R, Roth, G & Smith, B (1999). *The Dance of Change*, Nicholas Brealey, London.

- Silverman, D. (2002). *Come fare ricerca qualitativa*, Carocci, Roma.
- Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. Penguin.
- Smith, M. K. (1996, 2000) 'Curriculum theory and practice' *The encyclopedia of pedagogy and informal education*, [www.infed.org/biblio/b-curric.htm](http://www.infed.org/biblio/b-curric.htm).
- Stern, H. H. (1992). *Issues and options in language teaching*. Oxford, UK: Oxford University Press.
- Teddlie, C. and Tashakkori, A. (2009). *Foundations of Mixed Methods Research*. Thousand Oaks, CA: Sage.
- Tomlinson, C. A., Kaplan, S., Renzulli, J. S., Purcell, J. H., Leppien, J. H., Burns, D. E., Strickland, C. A., & Imbeau, M. (2008). *The parallel curriculum: A design to develop learner potential and challenge advanced learners*. Corwin Press.
- Wellington, J. (2015). *Educational Research* (second edition). London: Bloomsbury Academic.
- Wilson, L. O. (2018). Writing good curriculum – *What makes a curriculum document really usable? Teachers' opinions matter*. The Second Principle. <https://thesecondprinciple.com/instructional-design/writing-good-curriculum>

## APPENDICES

## Appendix 1. Head of Primary Interview

I.: Interviewer

H.P.: Head of Primary

N.	S.	U.	TEXT	CONCEPTUAL LABELS
1	I.		So what I wanted to ask you is your point of view on what should be the elements that makes the... a language curriculum suitable for for the PYP.	
2	H.P.	a	So... for me, like if you think about language delivery and teaching like the instruction of a language from grammar to sentence structure, to... sharing your ideas in a clear way, I think that... If we think of it as a subject () then... it's always best to incorporate it into the central idea, the lines of inquiry ()	Connections with the Units of Inquiry
		b	And so I think, you know, you can find lots of language programs that are like starting from nothing all the way to fully fluent and you can follow that path in a chronological way to gain fluency in a language. But I think what's missing there () are... the con- connections and the "So what?" Of the learning, I think a lot of students () find () grammar lessons and the like explicit instruction of how to be a writer, for example, can feel a little bit.. boring or almost like "Well, why do I need to know that if I can already speak", you know that kind of like... So for me, the PYP provides the. So what?	PYP Provides Motivation
		c	And the... the connection so... () Making direct connections to like we do at school, the genre often matches the... the theme, so if we're doing sharing the planet and we're looking at nonfiction, reality of ecosystems, biodiversity, our responsibility for the planet, then having the students learn about how to write. A nonfiction piece or an opinion piece connected to protecting the planet or the environment.	Examples of Activities
		d	It adds that extra level of engagement and that buy-in that I think makes students want to learn to <input type="checkbox"/>	PYP Provides Motivation



			express themselves in a clear way, and therefore the motivation comes from caring about what you want to say and caring about what you want to write down	
		e	rather than... You know, September we do nonfiction. October we do persuasive, blah, blah, blah, blah, blah. Like many traditional schools that just have, like, the system.	Other Examples
		f	Uhm... And then I think for me the... the magic of a PYP environment is that idea of agency like voice choice and ownership...	Agency
		g	So students having the option to... maybe not choose the genre, but choose the format they use to produce their written piece. So... Choosing to use a keyboard and a computer because that's easier for you depending on your learning needs or choosing to publish a comic book instead of a poster instead of an essay depending on like when that's applicable and and appropriate.	Examples of Activities
		h	I think that adds another layer of students caring about what their output is. And I think that's the real motivation.	Agency
		i	I mean, we're lucky in a bilingual environment, there's that like added motivation of.. "I want to be understood in two languages and I want to <u>understand</u> in two languages."	Environment Effect on Learning
		j	But again, if you take away our model and the PYP, then you've got a student in a traditional school, who doesn't speak the language of instruction, who needs to learn that language, right? So... if they don't care and they don't understand why it's connected, I think the progress is slower.	PYP Provides Motivation
3	I.		Do you think that it's really possible to make these kind of connection with like the the units of inquiry also... with... Someone whose Italian, whose language proficiency is very low because we're talking about kids there are like... <u>Pre A1</u> level.	

4	H.P		Sure.	
5	I.		So... that's I think one very tricky point of of the whole because you need vocabulary and structures to talk about this kind of connections and so on.	
6	H.P	a	Yeah, I think... I mean... what's worked in the past, what I've seen, is allowing the child to express themselves and learn new content in their mother tongue language ( ) <u>before</u> needing to produce an understanding or new ideas in a second language. So, like, an example of a student that we have in the EEP [Enhanced English Program]. Last year, they did all of their exhibition research in Mandarin. And then worked with our EEP teacher to translate those ideas into English, which was the student's stronger of the two languages, so they could <u>really</u> agree with and say "Yes, in English, that's what I was thinking in Mandarin." And then it was easier for the teacher to say "well, now let's take what you know is true and what you want to say in English and translate that to Italian". Which baby steps along, you know, within a six to eight week process that student was able to stand up in front of an audience and confidently speak in English for about two full minutes about their topic and then switch to Italian. And not only say what they had already said in English in Italian, like a translation of what they said, they were also able to add a few more ideas to kind of extrapolate.	Examples of Activities
		b	But again that is a perfect example of ( ) The student really cared about making a difference and educating people about the problem,	Agency
		c	whereas if you gave the student the task "hey, I need you to give me a book report on this book that you didn't choose... and read it in English and then present it in Italian even though your mother tongue is Mandarin".	Other Examples
		d	I mean, that's a completely different scope and expectation for a student, and therein lies the magic	Agency

			of the intrinsic motivation, the agency. And all of that.	
7	I.		Umm... I'm thinking about like the syllabus of a of a language course like this. Do you think that... because usually when you teach Italian or a language as a foreign language, you start from the daily things or the easiest one like I don't know, in a school it can be the colors...	
8	H.P	.	Totally!	
9	I.		All those things that are very easy to grasp and to see.	
10	H.P	a	Basic phrases. Can I use the toilet? Where are the pencil crayons? Yeah.	Examples of Contents
11	I.		Yeah, exactly. Exactly. And do you think that we should.. use also...the Unit? Like..	
12	H.P	a	I think in the first few... weeks or the first few sessions, those () ground () basics like not ground rules, but like those fundamentals just to communicate your needs and your wants in a day-to-day routine are always going to win no matter what the context is. So if a student can't say "I don't understand", we don't need them to learn how to say I'm really passionate about the United Nations [laugh] right? So I think I think... I think there needs to be like almost like a getting your feet wet phase in a new language where you're learning how to express () things separate from content separate from concepts or anything. Right outside of the syllabus, it's almost like a... welcome to your new language, right?	Basic Italian for Communication
		b	You know, even for me, learning Italian as my second language I... can't express myself and have a sense of humor and even be sarcastic and get to know people if I can't even like, go to the grocery	Other Examples

		store and ask where are the carrots? Right. So I... I think those steps are essential.	
		c And I think that's <u>actually</u> one of the the foundations that has, like that foundation, has to be one of the strongest parts of the program,	Basic Italian for Communication
		d which I would say one of the strongest parts of our school is the year 1 program because we are inheriting some students who are bilingual or at least have some exposure to English. If Italian is their mother tongue, although that's not predictable anymore, and in year one because we've modified the program and then we have those first 2 units that are much longer, it's easier for the teachers to relax and just teach the fundamentals of proper writing of the alphabet. All those like you said, numbers, colors. I need the toilet. I mean, all those things that are fundamental () are the purpose of our first year, right? So if you ask students at the end of year one at BES () they probably have heard of the learner profile. They probably know what a central idea is, but they can't describe the PYP to you right? But whatever they have learned, they can explain it, if the goal is reached in two languages, which is huge, right?	Other Examples
		e So it's almost like prioritizing what do people need on a fundamental level in a new language, before being able to... apply and extrapolate and... create new ideas and be a creative thinker in another language, right? Which comes back to the students being able to express their () original thoughts and ideas and opinions in their mother tongue, I think has a huge impact on them being able to learn how to express that in a second language.	Basic Italian for Communication
13	I.	Sure () and... Talking about, not another topic, but almost, so talking about the curriculum itself. Do you have an idea of... like... what would be the best format for this for this curriculum in your opinion?	

14	H.P.	a	Well, I think () I think () it depends on... when the student is starting. Right? So if we...() if the basic model is the student starts the beginning of the school year and regardless of the grade level they're in, they spend, I don't know, the first six weeks doing like a basic fundamentals of welcome to the language.	Basic Italian for Communication
		b	And then... they start to incorporate connected ideas to what's going on in the classroom.	Connections with the Units of Inquiry
		c	Content can be about the classroom. I think even in the first phase, maybe some key vocabulary. If you're learning the parts of a flower in classroom, then obviously that can enhance their ability to pay attention and follow in class. So kind of a hybrid of here's everything you need to know about Italian, but then this is also how to, you know, name the different levels of the animal kingdom because that's what you're learning in class. You know, like translating in real time.	Examples of Contents
		d	But then I think () if that is a solid <u>package</u> of lessons. If we have a student who starts in December, that's fine. They just start with that September package. Do you know what I mean?	Basic Italian for Communication
15	I.		Sure, sure.	
16	H.P.	a	So there's like that 6 to 8 week intro chunk of lessons that you can always rely on. That's a format that's replicable and easy to repeat in any grade level.	Basic Italian for Communication
		b	And then it becomes the creative ideas of the teachers who are pulling in the connections.	Connections with the Units of Inquiry
		c	So that's where I'm seeing like... let's say an intro bundle that's maybe appropriate for really young kids and upper primary () right as two separate units of inquiry, you could even call them if you wanted to,	Basic Italian for Communication

		d	and then something that follows the rest of our program of inquiry ()	Connections with the Units of Inquiry
		e	which could <u>just be</u> a list of keywords, a translation of the lines of inquiry... You know, unpacking the central idea...	Examples of Activities
		f	because () it depends on when how quickly the student absorbs and adopts this new language, right?	Variability of the Students
		g	If we're talking about Italian () they're benefited by the fact that it's an Italian environment, right? And the hallway, and the cafeteria, in the garden... It's all Italian. So they'll have a far larger amount of input to hear and understand and learn the language quickly <u>beyond</u> their enhanced Italian program, where as a student who comes here speaking Italian, going to our enhanced <u>English</u> program... that progress is much slower, right?	Environment Effect on Learning
17	i.		Sure, because that's a foreign language. This is a second language, yeah. Yeah, it makes sense. Great. I think... for me that's it. Thank you!	

## Appendix 2. EEP Teacher Interview

I. : Interviewer

E.T.: EEP Teacher

N.	S.	U	TEXT	CONCEPTUAL LABELS
1	I.		I would like to have from your experience some suggestions for the enhanced language course. What do you think are the most important points? Is there something specific?	
2	E.T.	a	Ehm... Well... It's always a bit of a mix because you have to try to catch the kids up.() But you also don't want them to fall behind () at the same time, so you're trying to, like, teach... teach them English, but also teach them the stuff that's going on in the class at the same time.	Examples of Activities
		b	But at the beginning, I kind of leave that a little bit because they need to learn... Colors, some verbs, some... objects,	Basic Italian for Communication
		c	and... And then trying to like break the ice with them a little bit.	Building a Relationship
		d	Because one of my kids from last year, she was only in because she was too shy to speak to the teacher who was assessing her for English. Basically. I mean, she loved the class, but she could have not been there if she wanted, but she was just too shy to speak to the assessor and... and fair enough, it took me like a couple- like one of them, It took me like two weeks to get a single word out of them so... uhm...	Other Examples
		e	But I was thinking about it- Yeah, things like. I tried to get like flash cards and stuff for principle verbs. Like... just like open close and things.	Examples of Activities
		f	I think that you guys will have an extra mountain to climb because you have to do so much with your verbs. We don't- we don't have to really do that much with our verbs.	Examples of Contents
3	I.		Yeah, maybe for the beginning, even just the infinitive would be enough...	

4	E.T.	a	Yeah. I mean, you guys have got the advantage that you speak with your hands as well, so you're giving like indications at the same time but... ()	Language of Communication
5	I.		Do you think that- that's something that should be included in the curriculum of an Italian course? The... Hand gestures?	
6	E.T.	a	Uhm... I don't know if you would need to explicitly include it because most Italians... like... the hand gestures are fairly regular, like they're... quite commonly shared. You don't often have people doing like a... a weird one or something. So... I mean... it might be... I can't remember it was called, but the the sort of half sign language that the BAPS [British and American Pre School] teachers use <u>macaroy</u> ... or something or is that? Does that kind of hand down?	Examples of Activities
7	I.		Yes, yes, yeah, I know what you're talking about. But I don't remember the name.	
8	E.T.	a	But yeah, I mean so- so maybe like adding a couple of things because... I mean, when I have a kid that doesn't speak English or Italian (), it's... quite tricky.	Language of Communication
		b	And then in year one, they came and I prepared a bunch of materials and I looked at and I felt... these kids can't read. So I was like, OK, just... in the bin! Basically... because it was like all of this- because until then, I'd never taught anyone that couldn't read, I don't. Apart from her [his daughter], I didn't know anyone that couldn't read [laugh].	Examples of Activities
			So...uhm... yeah, so the flash- flash cards I think are pretty good because the... the images were pretty clear and then... What we did was like we played a thing like, I don't know if you know the card game "go Fish". () So you get distribute cards and then we're holding them and I say, can I have a seven? And then if you have a seven, you have to give it to me and then I get my pair. Otherwise you say go fish and then I have to pick one up from the pot.	



9	I.		Oh, ok!	
10	E.T.	a	So I was doing that with them. I was giving them... either get like five... colours or objects or fruits. () And then it was just to practice the can I... do you have? Yes, I do. No, I don't. And then getting them to do that while, like, playing a game and stuff so little... Like kind of like mini mini interactions and like repeating... like little phrases... and... like get- I don't know, you have to kind of play it by ear quite a lot, which is a sort of... and it's good but bad. There's only so much... () But then... () Yeah...	Examples of Activities
		b	So like concentrate I find probably helped quite a lot concentrate on quite a lot of like school based vocabulary because there's really a lot.	Basic Italian for Communication
		c	Like if you open the pencil place you've got like 15 things in there. If you open their backpack, who knows? And... And then you've got, like chairs, tables, pencil sharpeners, all of this stuff, but () So I tried to do that a little bit.	Examples of Contents
		d	Uhm... With the kids and older and higher years, I do much more of the same material they're doing in class. But then I might find like extra things or like get like introductory things.	Connections with the Units of Inquiry
		c	So like the year threes now, that they're doing volcanoes and they'll be doing that next week as well. So I got them some relatively simple stuff like labeling a diagram so that they've they've got some of the like pre teaching of the vocabulary.	Examples of Activities
11	I.		So you are doing like an introduction of what they are actually doing in the classroom and then you... you explain them what they are doing in the class.	
12	E.T.	a	Yeah. Or I just try to get them involved in some of the vocabulary so that then when they're listening to the teacher, they're more likely, <u>more likely</u> to pay attention because it's not just the teacher saying a bunch of strange words. So I mean that was always like my- my- my sort of plan, but... It's quite a sort of... Variable [laugh] situation. So...	Connections with the Units of Inquiry

13	I.		How do you manage the connection with the class work, with what they're doing in class?	
14	E.T.	a	And that's where it's quite variable and changeable because I- I'll normally have something. So... I do a lot of... uhm... fonetics and reading and stuff with them. Uhm... Vocabulary building,	Examples of Contents
		b	but then when I go to like, pick them up, I'll just ask the teacher. Like what you're doing? And sometimes you'll be like, ok, today they're doing maths. So then I just kind of put my stuff to the side and then we do the maths and then I go back.	Collaborative Planning
15	I.		OK, so you basically decide what you are going to do during your lesson... when you go pick the kids from the class.	
16	E.T.	a	Yeah. I always have something so... I plan something and then everybody changes it. [laugh]	Collaborative Planning
		b	Or... my favorite one is when you have three kids from three different classes, and every teacher is doing something different. And then I just do three... Three activities in class. Uhm... Which could sometimes be a little bit... challenging because the kid would go what? What about number four? I'm like, which worksheet are you doing? [laugh]	Variability of the Students
		c	But yeah, it's cause I try not to... because I don't- Yeah, because I don't want them to fall behind class work because they're doing English. And also you can tend to get them. They can actually do their maths much faster if they're in a group of three. Because there's never a pause. There's less distractions. Probably at least two of them will have the same difficulty. So then you explain it to them and you can watch them and correct them in real time so the class work we normally do it much faster than they do in class. Because then we also have to do the English work. So the- the...	Examples of Activities
		d	And then you have to remember they're five years old and now let them colour in a picture[laugh].	Variability of the Students
		e	Instead of just like marching them through because I just like march and then somebody goes	Examples of Activities

			<p>like "Can we draw a picture?" And I'm like "Yeah, sure. Yeah. There we go." So... when you finish this, draw a picture! Yeah.... Or they've been like selecting things or finding things and then they can do a bit of colouring and then...</p> <p>And sometimes I sort of trick them with that as well, like once they've drawn their picture, I get them to like tell me about it in English. And then they're always more interested in that than anything I give them, cause it's their picture. So I'm like. OK. Who's who's this? What's that? Also, sometimes it's not very clear what their- what their picture is, but then they'll be like chatting about that and they'll be like oh, hey, yeah, that's my... here's my picture of a... confusing... Almost all of them are Unicorn and mermaid or a Princess, so... and then also they get words of things they're interested in as well. () Uhm... () Yeah, I don't know. ()</p>	
17	I.		So if you have to say it in few words... what- What are for you the- the major challenges of this course?	
18	E.T.	a	Uhm... Not knowing anything about the kids before they arrive. () Because... yeah. I get told like often after I've got my timetable. And it's just like, OK, here's your two kids. And you're like, OK. One of them has... has significant difficulties with reading. And manipulating a pencil. And they're like... OK, so this isn't just like an extra English we're actually doing like basic... Like fine motor skills.	Collaborative Planning
		b	Uhm... Yeah, and a little bit the variability of the students because you have some kids who are like not far off the average level in the class, like they're just a little bit behind, but then... You could easily get somebody who basically knows like 10 words in English. Like... OK, like they can count to 10 and they can tell you five colors. But there's nothing else.	Variability of the Students
		c	And then you're like, if they're not in year one. Like... ok, next week they're studying like the circulatory system and so... We've got a way to go before we'll be discussing, like... the left ventricle	Examples of Activities

		[laugh] or something. So then... you're, like, trying to judge it so they can get some useful vocabulary.	
	d	But it's also something connected to class, like the higher they go, the more challenging that is because. You don't want something like infantile because they're not stupid. They don't have any difficulty learning stuff. They just haven't learned it yet. But on the other hand you can't blast them with like 500 new science words and then like an hour long lesson.	Variability of the Students
	f	So... like... I was trying to like balance it. Sometimes you just have to skip something they're doing in class. Because you're like, it'd just be a waste of time, basically. I mean, as important as the circulatory system is, if the kid can't do like basic interactions or like asking for stuff, you know, it's like the other stuff doesn't really matter.	Examples of Activities
	g	So...() Yeah. It's like every kid () is like... <u>wildly</u> different. And they're like... Abilities, what they're interested in... So like... for some kids that- they'll just do any <u>anything</u> you give. Then they'll just () go through it, do it, and then they're done. And they're like, now, can I draw a picture? You're like, cool. And others basically don't really want to be here. Don't really want to do anything.	Variability of the Students
	h	And so then... you're like, trying to find some way you can get them interested in doing some English like... Kind of sneaking the English in. Like one kid I like- I was like scanning his manga cartoons, his manga comics. And then getting him to tell me about the characters in the manga comic is that we were getting like "his name is... she is..." and things like really basic grammar that- If you give him a sheet, sometimes just doesn't literally doesn't lift his pencil up. So yeah, I'm surrounded. This like.... Yeah ()	Examples of Activities
19	i.	Yeah, yeah. So, very last thing. Do you think that the English course, the Enhanced English Course right now has something special because we are in a PYP school? Like... is there some specific elements of the course that are connected to the fact that we are in a PYP school?	

20	E.T.	<p>a Uhm... To be honest, I don't have any com- way of comparing. () This is the first elementary that I've worked in. () So I mean... () I- I suppose it does for the fact that- and I don't know, it's kind of... The PYP thing is kind of more inclusive, like they're not just getting a page from a book that they have to read. And you either understand it or you don't.</p>	Inquiry
		<p>b And then... I mean... to some extent, like my students, almost all of them are mother tongue Italian speakers. So then they've got a big advantage because they're even in the English lessons, they can get somebody, but then some of my students are like non... Non-English non-Italian speakers so then... () I don't know, because sometimes it's... it depends a little bit on the kid as well because... Like I've had a couple of kids that needed like a bit of affirm... words... of like... I tell you... We'll set and do it, other kids... Then you know, they move around a bit more bit because they're showing more... initiative or more interest. Uhm... () It's a useless thing with like... depends on the kid.</p>	Variability of the Students
		<p>c PYP is all about how interested the kid is, basically. The more interested they are regardless of level, the more they benefit from. If they're not really interested, It's just... I mean, they could be anywhere. They wouldn't learn in a traditional school. They might not learn very much here either [laugh] so you always hope that you will get them some way.</p>	PYP Provides Motivation
		<p>d But... yeah... the kids that work hard and they... Most like most of my year ones last year like... or like- just out now. Set free in the wild [laugh]. Yeah, and it was the ones that were most interested and worked the hardest, basically. I mean, yeah, but also this. Is probably the four smartest. But uhm... Yeah, he ones that didn't listen to the instructions... Didn't do as well in the exercises. And so on.</p>	Variability of the Students
		<p>e So yeah, I think it could- it could be good because it also then... it's- I think with the PYP thing, you're more likely to interest the children.</p>	PYP Provides Motivation

		f	<p>Because they c- they have much more autonomy and like... you know you- you give them a start in place, but you don't give them an end point. So then they can go... And explore... And then... And that could be more challenging than you get more language you don't know, but then it's about something you're interested in, so it doesn't feel so much like schoolwork.</p> <p>So I'd say prop- like... On the whole, I think it would be, but I have sample size of 1 so... I mean, I brought her [his daughter] here so... I've I've got to be at least kind of- kind of confident in it. [laugh]</p>	Inquiry
21	I.		[laugh] Thank you, S.	
22	E.T.		Yeah, no problem. I don't how useful my answers were, but...if you want any more... [laugh]	
23	I.		[laugh] Thank you very much, S.	

## Appendix 3. Year 3 Teacher Interview

I. : Interviewer

T.3: Year 3 Teacher

N.	S.	U	TEXT	CONCEPTUAL LABELS
1	I.		OK, Well, whatever, meanwhile, thank you! So... Uhm...First of all, what do you expect? What would you like from this course, from the Enhanced Italian Program? What would you like the children to be able to do? What is important?	
2	T.3	a	So I have two children ( ) uhm... with different backgrounds, in the sense that ( ) A. was here last year, so she was already doing the program with F. [former L2 Italian teacher], but she wasn't in my class, so yes, I was monitoring... to a certain extent what they were doing in their activities. Whereas E. comes from San Francisco from a bilingual school, so in theory he should know Italian. In practice... What he shares in class is completely different from the reports that there have been...	Variability of the Students
3	I.		He understands Italian, though, theoretically right?	
4	T.3	a	He understands it, without theoretically, he understands it. He speaks it he prefers English both in reading, writing, and speaking,	Variability of the Students
		b	however it makes sense because he comes to an environment where everyone knows Italian perfectly. ( ) At least in his eyes, right? And so there, where instead it was bilingual, and the mother tongue was English, he felt strong in Italian ... because he was in an environment where Italian was a second language for everybody.	Environment Effect on Learning
		c	Um... So what would I like them to do? Actually I would like to work on two fronts, that is, one purely ... um ... How can you say? Functional to everyday life. Okay, so from sentences to comprehension, to writing things relatively, I won't say simple, however the ones that they really need then to play... And... to be with others	Basic Italian for Communication
		d	on the other one I would still like to include a linking part to the unit of inquiry...	Connections with the Units of Inquiry

		e	even just vocabulary... rather than... I don't know about readings, if... i.e. reading to read something, simplified of course, but that can deal with related themes, so that when they're in class without the support or in co-teaching they have references so that...	Examples of Activities
		f	I mean, because, in the sense I'm okay with it working on the parts of the day and the various activities, absolutely.	Basic Italian for Communication
		g	But then if we do a two-hour co-teaching afterwards where I'm going on about things and you don't have vocabulary, I'm sorry you're missing ... Two hours. If instead we can match, I'll give you an example, on Tuesday ( ) every Tuesday we do an episode on the unit of inquiry... I give you tools to understand better even the things from when you're not there, because then I try to differentiate everything in the planning. ( ) But it's also true that you get up to a certain point, or I can prepare it for you, but sometimes I'm there with you, sometimes ... no, so ... Um ... I'd like to work on those two fronts here.	Connections with the Units of Inquiry
5	I.		Okay, That's kind of the idea of what we're doing... I mean... I said even now to the teacher that in this first part... this week...	
6	T.3	a	Collect data.	
7	I.		That's right, collect the data, I've -- I've provided him with a mini assessment to see what the Italian level is like, in the sense that if there are children who are below A1 level there's no point in starting to work on the unit, right? That is, I said on-with those...Start working on precisely, basic vocabulary...these things, sentence structure...etc., so that they have basic Italian proficiency anyway and then they will be able to work. But the idea is to then connect, that is to make this course PYP.	
8	T.3	a	Yeah, I mean... A minimum, then you know it's not- I mean... undoubtedly... if you have to work on the... an instrumental English, sorry, instrumental Italian... You don't have the same... level, quality...	Examples of Activities
9	I.		Sure, absolutely yes. ( ) As for the organization... they are... in my opinion a good option would be to do one lesson working more on basic structures,	



			one lesson maybe on vocabulary related to the unit and so on. Would you be able in case to do... to get the teacher... even just writing him an email saying... "Look we work on this thing here" and then he will- he creates his own activity, do you think that's feasible?	
10	T.3	a	Yes, in my opinion yes,	Collaborative Planning
		b	however to- to tell you... Uhm... For the last week we... we are working on myths and legends we took from the books the myths for the children, for A. and E. we divided it into four sentences, with a wordbank at the beginning, to work first on the vocabulary and then on the sentence.	Examples of Activities
		c	That is to do something like this, so I say, next week we work on... like... Myths, legends, about the rainbow... Work on the sentence... include the worlds rainbow, rain, cloud, sun, that is these things here, so afterwards you build the sentence, you are in the classroom, you hear them... ( )	Examples of Contents
11	I.		Great... because my idea was to build-, is to build a curriculum that precisely starts from the basics of Italian, but then it wants to... stick and be able to support... The school's plan of inquiry, right? And... But of course I can't give that in the particular...	
12	T.3		Yes, of course... whatever...	
13	I.		So we have to find a way of communication with the educator.	
14	T.3	a	But you know that... it would be nice if he could, as difficult as it may be, though maybe participate in a... in a team or Italian planning, maybe early unit planning, where you kind of paint the picture so that...	Collaborative Planning
15	I.		That would be very helpful, yes. Or... because I have an hour of planning with him. On... wednesday. I have a planning hour with him. It could be that at the beginning of the unit, if he can frame that hour there instead of doing it with me, he does it ... when he can with ... with the team ... or with at least one teacher from the year level. Could that be something to propose in your opinion?	

16	T.3	a	It can be okay, it can be okay! Whether it's with me or with C. [other Italian teacher in Y3], it hardly changes, in the <u>sense yes</u> , it's fine...	Collaborative Planning
		b	A. has an even different level than the two kids in my class, because A. has Italian parents, so she speaks Italian, she understands, she reads much better than the other two who... are native, English speakers.	Variability of the Students
		c	But she went to school in England, so in Italian...she doesn't write it. But... Yeah,	Environment Effect on Learning
		d	I mean then really I don't want to be too much on them, though...In my opinion since it's their second year here...For E., the understanding is already there...	Variability of the Students
		e	You can imagine something going together...three to one. Out of four classes, three you do Italian and one you do unit, just so you know. Yes, because then they are mixed, because ... the educator takes both A. and E. and A., except on Mondays he only takes A. and on Fridays he only takes mine. The other three days are together, though. The levels are a bit disparate. But ... in my opinion ... I mean we adjust a little bit also because... it can be that one child reads a little bit more ... the others... you make them work ... I don't know.	Examples of Activities
17	I.		Okay, I will try to propose this, to move the educator's schedule. If you can frame it by agreeing among yourselves and tell him...	
18	T.3	a	Or maybe half an hour if you can do a kind of connection at the beginning of the unit, so you say, so this Unit went like this, the next one let's set it up and share together a... or a vocabulary of activities... etcetera.	Examples of Activities
19	I.		And uhm... I tell him to get together with the teachers of the classes where... where he's doing the course and then...	
20	T.3	a	Yes, maybe one time he can do it with me, one time he can do it with C., depending on his hourly availability, anyway... the classes go together.	Collaborative Planning
		b	Come on perfect, that's fine, thank you!	

## Appendix 4. Year 1 Teacher Interview

I. : Interviewer

T.1: Year 1 Teacher

N.	S.	U	TEXT	CONCEPTUAL LABELS
1	I.		Hi, S. The thing I wanted to ask you is... what do you expect from this Italian course? What goals would you like to achieve? How would you like it to be structured?	
2	T.1	a	The goal I would like to achieve is that... by at least the end of the year the child will be able to communicate in some way with me, with fellow us- using the Italian language,	Basic Italian for Communication
		b	because at the moment he's only using English or Chinese with Chinese classmates () so...	Variability of the Students
		c	at least that he will be able to communicate, in some way, in Italian. And ... as far as writing ... that ... he can at least recognize the Italian sounds ... the basic ones. The more complicated sounds... we'll see. Let's say... that he can, at least... let's say he can write in a fairly understandable way what he wants to communicate. Always by the end of the year.	Basic Italian for Communication
		d	And... How... how I would like it to be structured... in my opinion... () as far as I'm concerned... It's important for him to have moments in the classroom with us, where during the hours, just where we do World Work activities, the educator is close to him and helps him... help him for a moment to do these activities and...	Examples of Activities
		e	at other times that he takes him outside to do just vocabulary reinforcement.	Basic Italian for Communication
		f	So reading books... understanding of the... of the texts.	Examples of Activities
3	I.		Okay. And... what about the PYP?	
4	T.1		For the PYP part in my opinion... in the sense... during co-teaching you mean?	Clarification

5	I.		No, I mean, beyond co-teaching. I mean... it's an Italian course yes, but in a PYP school, right? I mean... I don't know, you want him to work on Unit concepts, Unit vocabulary... you care to a certain extent...	
6	T.1	a	As for Unit and so on... In my opinion, it's important that he understood the concepts, so the fact that... he can also communicate them in English. For me that is not a problem. No, no, that...	Connections with the Units of Inquiry
7	I.		Okay, so it's important for you to definitely work on ... a part on vocabulary and ... more recognition of sounds and so on	
8	T.1		Yes, yes, I'm talking to you for now, in Year 1.	Clarifications
9	I.		Yes. Sure. And ... then, instead ... let's see in case if it can be enhanced ...	
10	T.1	a	Yes. Right. We also have to see... in my opinion by December, how far it gets () then maybe... if it can also introduce more PYP and Unit parts, for me that would be great, however, for now... the way I see it now, I see it a little... too difficult.	Connections with the Units of Inquiry
11	I.		Ok, ok. I understood...	
12	T.1		Oh my! Sorry, I just realized the time, I have to pick up the class....	
13	I.		Don't worry, no problem. Thank you very much!	
14	T.1		Thank you! Bye!	

## Appendix 5. Year 4 Teacher Interview

I.: Interviewer

T.4: Year 4 teacher

N.	S.	U	TEXT	CONCEPTUAL LABELS
1	I.		So I just wanted to ask you ... um ... what would you like from this Italian class? You have a little girl in your class, right?	
2	T.4	a	A child, T., who speaks very little, so in my opinion ...	Variability of the Students
		b	for this year the goal is ... basic Italian. At least until January, certainly.	Basic Italian for Communication
		c	So... construction of simple sentences with everyday language to... build action.	Examples of Contents
		d	And being able to start to understand what we do in class,	Connections with the Units of Inquiry
		e	also... whatever... The specific vocabulary type of math. Addition, subtraction, I mean you're looking at a problem: what is it? No? That is to have a common language. In my opinion this is the goal, at least until January. Then after that... The acquisition of more and more vocabulary. Um... Starting to write in Italian.	Examples of Contents
3	I.		Does he know the Latin alphabet?	
4	T.4	a	He knows it, yes, he knows it, however ... um ... he writes ... badly. He puts sounds together, he writes capital letters only and not lower case, which... which is fine.	Variability of the Students
		b	But we start... um... he also have to start writing always, precisely, words and sentences, and... ()	Examples of Contents
5	I.		So Italian, both oral ... oral production and comprehension, written production and comprehension. Sure. No, maybe you are more interested in... for example in my class there is a child who on the level of writing sounds is perfect, while on sentence construction...	
6	T.4	a	No, no. He's really struggling. I mean look [she shows me a child's notebook] () even follow the lines for him... he's doing this thing, but really...	Variability of the Students
		b	anyway... With the educator he did the body parts, though... because I told him to work on the basic	Examples of Contents

			basic things... I mean... like colors... however it is also true that then I did it again with him and...	
		c	the educator said he knows the colors. Then reality, like...I point to him, orange is he doesn't know it, no, because then maybe...Yeah, he understands it, or anyway it doesn't come to him immediately, maybe it comes to him if he does in sequence, like the basic colors, but then...so...and then a little...There's a behavioral problem with him too, so you have to understand...	Variability of the Students
		d	There's also the relational part to consider, right? And with him you have to be very strict, yes...however...it's important that he trusts you. So you have to...It takes a moment to build a relationship, find the right way, and work on the language,	Building a Relationship
		e	because anyway he struggles and says, "Okay, Google Translate," right? Which sometimes can be okay in the beginning, however, even in English is not okay, right?	Variability of the Students
7	I.		Of course, the relationship is important. I agree that he certainly needs a first part of... course... just of Italian L2, basic, also to feel more confident....	
8.	T.4	a	Yes, yes, yes. Then anyway In the afternoon there should be someone staying with him to help him. So that helps as well, in the sense that then slowly ... you're able to ... ()	Variability of the Students
9.	I.		Okay great, it will help a lot. But...in case we can do this...We were talking about this earlier with E. because I have one hour of planning with the educator a week. In the case, by agreeing with him, if he could frame that hour, I don't know, at the beginning of Unit so you can tell him like, "We will work on this, this this." Maybe show him what the Unit vocabulary is, so that he can somehow link this to the ... to the Units do you think would be feasible as a thing?	
10	T.4	a	Yes, yes. It can be done, but in my opinion even on some content ...	Connections with the Units of Inquiry
		b	for me, now, the priority is for him to start talking, to communicate, you know? Even simple sentences, but start talking. ()	Basic Italian for Communication
		c	Because he doesn't even understand when you do Community Circle like "I say thank you to-" ... he	Variability of the Students

			struggles. Not because he doesn't want to participate, but because ... he struggles to find the words, you know? That's the problem.	
		d	So for me the key thing is that there's that moment of Italian or English, I don't care what language he chooses to ... to communicate. Because he doesn't know Italian or English.	Basic Italian for Communication
		e	So anyway ... um ... when we talk in class we talk, fast, I mean we are in fourth grade. So it's a high level of Italian and English, so it's not easy.() Then yes, absolutely. But not only because of the Unit language, but also because of... to connect it also to topics, in my opinion fundamental, right? Because then in the drafting of the PDP [Personalized Didactic Plan] we should put what are the fundamental goals, right? And so you have to find not only for language, which will be the basic thing, uhm... though, maybe for history, geography, science, connected maybe to the units, say what is the goal.	Variability of the Students
		f	Start acquiring a vocabulary of the unit, so maybe a wor-, two new words to put in could be...	Connections with the Units of Inquiry
		g	And yet, you know, it's hard for someone who can't say practically... can't describe himself or understand what a connection is, or the meaning of responsibility, perspective... I mean... anyway they're complicated concepts.	Variability of the Students
		h	And it's true that we are a PYP school. But maybe for now I'd rather you start to understand. Let's start with the base, build that,	Basic Italian for Communication
		i	and then slowly ... but then we'll need to have goals for the Units as well.	Connections with the Units of Inquiry
11	i.		Of course, of course, I agree. In fact, the idea is to do this Italian course and try to make it not just an Italian course, but an Italian course in a PYP school.	
12	T.4	a	Yes, in my opinion... so, first of all, it depends on the level. And so... T. needs an initial level so... in my opinion...	Variability of the Students
		b	You work in the PYP way with him, by inquiry...	Inquiry
		c	however on basic issues.	Basic Italian for Communication

		d	If a student has a higher level of language... then there in my opinion you can also start thinking about preparing works that connect more.	Variability of the Students
		e	You can work on the... on the... on the rules, use the learner profile. In my opinion at the beginning more than not- maybe, I was thinking, start working on the explanation of the learner profile and then use the profile.	Examples of Contents
		f	Yeah, then... in my opinion... it also goes by the annuality as well, in the sense that then, you know, if you start in year one then... From the beginning you can connect in a certain way. Anyway the thing is it's true I have to pass this to him but it matters, he has to have a huge acceleration on the language because then anyway in two years he has to practically... if he then goes to middle school here in Italy it doesn't matter whether here or somewhere else... He has to know. The problem is that he is in fourth grade and so we have to take him then to do -- to be ready for middle school.	Variability of the Students
		g	I'm not saying he needs to know Italian perfectly, however that he knows how to write a text, understand... most of the... of the vocabulary already would be... Then you'll also have to work on the structuring of the text as well as the sentence, right?	Examples of contents
		h	But if you don't have the basics... And then it's important that he learns how to relate to others.	Basic Italian for communication
13	I.		Okay, so let's do this- let's work at the beginning and for a little bit, because he's super basic in both languages, so it's not like you can compensate on one side or the other...	
14	T.4	a	Yes. Then gradually I would insert...maybe...You have to look at the vocabulary of the Units, however you can do the...maybe linking...the disciplines, I don't know history and then, I don't know, the environment...the resources...try to put together to optimize it. I, for example, asked the educator to do Italian and math,	Connections with the Units of Inquiry
		c	because he's good at math, but he doesn't know the names of the numbers... ()	Variability of the Students
		d	But, anyway... to me it would be enough if he put subject and verb together. I mean ... "my ball, green ball" ...	Examples of Contents
		e	the more he hears, the more he is exposed to the language, the more he learns.	Environment Effect on Learning



		f	Now being with others is also important to him. He really needs to start from the basics, that's why it's important for him to take this class,	Basic Italian for Communication
		g	also because I can't work alone with him in the classroom...but actually...being together with others...it leads him to speak the language.	Environment Effect on Learning
15	I.		Okay, so... starting with the basics for communication and math, then at the end of January we'll see... maybe trying to connect at least a little bit to Unit vocabulary anyway. However focusing on the communication aspect....	
16	T.4		Exactly! Perfect!	
17	I.		Ok, thank you very much!	
18	T.4		Thank you!	

## Appendix 6. Journal Analysis

<b>N.</b>	<b>Data</b>	<b>Extract</b>	<b>Label</b>
1	21.09.23	It is essential to have conversations with class teachers to understand their needs and points of view.	Communication
2	21.09.23	It is crucial that classroom teachers feel involved in this process.	Valorization
3	22.09.23	To write this email, I first needed to take time, think carefully, and figure out how to solve this problem constructively.	Solution Planning
4	22.09.23	To get everyone's cooperation and solve the problem, I would need to take on some behaviors that are fundamental to me: Celebrate accomplishments, open my mind to other perspectives, and offer solutions, not only to highlight the problem.	Communication
5	22.09.23	I would work on staff selection and their professional development.	Staff
6	27.09.23	Communication is never enough.	Communication
7	27.09.23	Lack of funding is always a problem, as it leads to the hiring of inadequately trained staff	Staff
8	27.09.23	As the coordinator of this project, however, I have to be able to manage the program with the available resources.	Resources
9	27.09.23	I am using my skills to compensate for the shortcomings due to the limited budget.	Resources
10	25.10.23	The quality of the school is mainly given by the people who work there.	Valorization
11	25.10.23	The safeguarding of children is inescapable.	Safeguarding
12	25.10.23	It is necessary to Taking Action,	Taking Action

13	25.10.23	and I believe that the action plan drawn up in cooperation with the head of the primary can be an excellent first step.	Solution Planning
14	25.10.23	The situation will be continuously monitored.	Taking Action
15	26.10.23	Establishing a positive relationship with the teacher and promoting transparent and effective communication was essential. She felt safe talking to me.	Communication
16	26.10.23	I then tried to support her by helping her communicate this to the relevant departments.	Communication
17	26.10.23	Having extreme gentleness and decisive firmness in resolving this issue was essential.	Taking Action
18	26.10.23	I am glad the school showed great concern for safeguarding teachers and children by taking immediate and decisive action.	Safeguarding
19	02.11.23	The CST coordinator was aware of the sudden curtailment of hours on this educator's other project, so we were able to offer him the assignment and ensure that, even if for fewer hours, EIP could continue for all the children. This made me think about how important it is to have access to information, including logistical, financial, and general human resource management information, to ensure a good educational project.	Resources
20	20.11.23	Although she is not a graduate, this student-teacher has completed all five-year Primary Education course exams and has known our school for over a year. This allows us to rely on a teaching professional and work better on implementing an integrated Italian L2 and PYP curriculum.	Staff
21	20.11.23	Although excellent new ideas and perspectives can come from outside, it is vital to be able to value and promote internal resources, who can make a positive contribution to the project through their knowledge of the context	Valorization

22	20.11.23	and in this way, we can also make them feel appreciated for their work and increase their motivation and productivity.	Valorization
23	29.11.23	Knowing the organization of class lessons and looking at the problem from a different perspective allowed me to solve the problem by using the available resources best.	Resources
24	29.11.23	The ELT and administration particularly appreciated the suggestion of a possible solution when communicating the problem.	Communication
25	08.01.24	The fact that I was not notified of this change made me reflect, once again, on the need for effective communication.	Communication
26	08.01.24	Also evident in this case is the result of an unclear and systematic distribution of roles: I am responsible for organizing the course, but I am not in charge of admissions.	Staff