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European Framework for CLIL Teacher Education

A framework for the professional development of CLIL teachers

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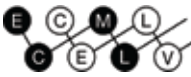

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Introduction

This introductory section describes in general terms the European Framework for CLIL* Teacher Education. The importance of curriculum development in general, and more specifically in a CLIL context, is outlined. Challenges faced in establishing a common European CLIL curriculum are discussed, as are the implications of these challenges for teacher training and professional development.

* CLIL (Content and Language Integrated learning) is a dual-focused approach in which an additional language is used for the learning and teaching of both content and language.

1. Aim

This European Framework for CLIL Teacher Education aims to provide a set of principles and ideas for designing CLIL professional development curricula. Additionally, the Framework seeks to serve as a tool for reflection. It is proposed as a conceptual lens and model, not as a prescriptive template.

2. Background

This framework is the result of a CLIL curriculum development (CLIL-CD) project financed by the Empowering Language Professionals Programme of the European Centre for Modern Languages. As CLIL programmes in the Council of Europe member states differ from country to country, in their organisation, content, intensity and choice of languages, this European Framework for CLIL Teacher Education focuses on macro-level universal competences of CLIL educators. These have been identified through an examination of teacher education learning and curricular needs in CLIL contexts, and through a pan-European process of consultation.

3. Curriculum development

In the literature on curriculum design at least five different functions can be distinguished. These functions are also relevant for the development of a CLIL curriculum:

(1) A curriculum **defines an educational programme**. Curricula list the contents of a programme which the learners are expected to acquire within a fixed period of time. Content is sequenced in the curriculum, i.e. built according to different parameters depending on desired learning outcomes and existing learner competences.

(2) A curriculum is seen as **a source of innovation** by education authorities and/or higher education providers. New subjects or fields can be introduced; already existing content can be renewed. A new curriculum contains renewed learning aims, content and methodological guidelines.

(3) A curriculum serves as **a tool for planning and carrying out teaching-learning sequences**. A detailed curriculum helps teachers, for example, to plan, prepare and carry out a sequence of learning. An educationally grounded curriculum is fundamental for constructing modules and designing courses.

(4) A curriculum is used as **an instrument to evaluate teaching and learning**. Curricula are issued by ministries of education or higher education authorities. These authorities need to evaluate and assess what is going on in a learning environment. Curricula also serve as terms of reference for the individual teacher to evaluate and improve his/her own teaching, and for students and parents to evaluate student progress and to guide them in planning for improved learning.

(5) A curriculum serves as a **means for regulating, standardising and comparing teaching and learning** at all levels. The curriculum is an important instrument for streamlining standards in a region, country, or collection of countries such as those of the Council of Europe.

Curriculum development is also a means for building high quality CLIL programming. This European Framework for CLIL Teacher Education is intended to serve as a point of reference for providers of teacher training across Europe. It aims to contribute to the development or enhancement of CLIL training that will support teachers in enriching their students' learning experience.

This European Framework for CLIL Teacher Education provides curricular modules that can be adapted to meet the needs of educators working in diverse regional and national contexts. As well, this Framework seeks to provide a conceptual lens and model for situating discussion about CLIL. The Framework can also offer a focus for additional research into CLIL. Such situated discussion and research can assist in the further legitimisation of this educational approach, facilitating its progression from that of an innovative 'project' to that of an even more solidly-rooted and potentially widespread modern educational practice.

4. Challenges

The overall major challenge, in the development and implementation of a teacher education curriculum in CLIL, is its integrative nature. This is the case at all levels of education – primary, secondary, tertiary, vocational and adult. CLIL seeks to teach two subjects in one – a content subject and a language. Content subjects, such as mathematics and an additional language, are usually taught separately.

With the exception of primary teachers, other educators are often trained to teach just one subject be that a content subject or a language, as opposed to both. Even where teachers are trained in both a content subject and a language, training in the integration of language and content is not widespread. Teachers undertaking CLIL will need to be prepared to develop multiple types of expertise: among others, in the content subject; in a language; in best practice in teaching and learning; in the integration of the previous three; and, in the integration of CLIL within an educational institution.

The European Framework for CLIL Teacher Education

cannot focus on all the content subjects which are taught in school systems, or on the languages which might be used as a medium of instruction. The Framework as such is neutral with respect to these aspects, and it does not cater for specific competence development in any one content subject or language. Rather, it is focused on the competences necessary to teach content subjects and an additional language in an integrated manner.

Terminology

The definitions presented here seek to situate key terms used in the Framework within a defined scope of meaning. Where pan-European bodies have already defined terms, those definitions are given preference.

Attitude

(Preconceived) ideas or beliefs which a person has towards other persons, situations, members of society, ideologies, events, etc. Sarnoff (1970) defines attitude as 'a disposition to react favourably or unfavourably to a class of objects.' Attitude becomes visible through behaviours and an outward expression of beliefs or feelings and can either support or impede learning. Critical reflection and dialogue about the socially constructed nature of attitude can help individuals to better understand and manage their own attitudes and learning, as can meta-affective and meta-cognitive awareness.

Assessment

A process of collecting and interpreting evidence for some purpose. In education, assessment is intended to be a tool that supports learning and helps measure progress being made toward achieving planned learner outcomes. The term assessment is sometimes used interchangeably with the term 'evaluation'. Assessment more often relates to individual students' achievements, whereas 'evaluation' deals with systems, materials, procedures and their values.

A distinction is made between formative and summative assessment. In formative assessment the student's learning (attitudes, skills, habits and knowledge) is analysed with the student over longer stretches of time and used to improve learning and teaching. Summative assessment is based on discrete-point testing of a student's learning, often at the end of a unit or year of study.

Summative assessment procedures are often linked to external tests validated by statistical measures and are often used to make very important decisions about stu-

dents (e.g., pass/fail) and/or teachers (e.g., adequate/inadequate teaching performance).

Whereas formative assessment helps build learner and teacher autonomy including the capacity to better manage learning, so-called ´high-stakes´ summative assessment is considered by many researchers to lead to significant negative consequences including reduced learning outcomes.

Change models

Change models are frameworks that support organisations in managing change such as the introduction of innovation in education.

Kotter (1995, 2002) details eight steps that characterise change: establishing a sense of urgency; creating a guiding coalition; developing strategy and vision; communicating the change vision; empowering broad-based action; generating short-term wins; consolidating gains and producing more change; and anchoring new approaches in culture.

Fullan (2001) proposes: maintaining a focus on moral purpose; understanding change; increasing coherence among various aspects of a planned change; relationship-building; knowledge creation and sharing; and building commitment among an organisation's internal and external members (stakeholders).

Bennet and Bennet (2008) suggest professionals undertake the changes they see fit. Individuals are encouraged to manage their own learning, and to plan change by taking into account the following factors: awareness, understanding, personal feelings and beliefs, ownership, empowerment, and impact.

Awareness of change models can help educators manage change more effectively. Moreover, awareness of

and building skills in using these models can help both educators and students develop autonomy and agency.

CLIL (Content and Language Integrated Learning)

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels (Maljers, Marsh, Wolff, Genesee, Frigols-Martín, Mehisto, 2010).

Competence

The demonstrated ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy (European Commission, 2008).

(European key) competences for lifelong learning

These eight interdependent key competences describe the essential knowledge, skills and attitudes central to lifelong learning. They all emphasise critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings. The eight key competences are: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense

of initiative and entrepreneurship; cultural awareness and expression (European Parliament and the Council, 2006).

Evaluation

The term is often used 'to denote the process of collecting evidence about programmes, systems, procedures and processes' and the interpretation of that evidence with respect to stated or desired objectives (Harlen, 2007). For example, evaluation provides information about the quality of a curriculum, a study programme or teaching. Like assessment *(cf.)*, evaluation makes use of formative and summative approaches; but instead of assessing the student's individual efforts and results these are analysed with respect to wider 'system-based' issues such as a whole programme, significant parts of the programme or key features such as how teachers teach and how groups of students learn.

Grounded professional confidence

Knowing when one's thinking and skills are sound enough to make one's own decisions, and taking action thereon when appropriate, whilst maintaining a high level of professional standards and advancing one's own learning (Mehisto, 2010).

Knowledge

The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

Learner autonomy

'The ability to take charge of one's own learning' (Holec, 1981). Expanding on this definition, David Little (1991) states that learner autonomy includes a 'capacity for detachment, critical reflection, decision-making and independent action'.

Learning outcomes

An outcome describes the enduring knowledge, skills, abilities and attitudes which allow a student to exercise and apply learning in his or her personal and professional life. More simply expressed, it is what a student knows and can do as a result of what he or she has learnt. Outcomes are often defined in terms of competences.

Professional learning communities

'A professional learning community is an inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways, inside and outside their immediate community, to enquire on their practice and together learn new and better approaches that will enhance all pupils' learning' (Stoll *et al.*, 2006).

Professional learning communities tend to:

- have shared values and visions
- assume collective responsibility for student learning
- foster reflective professional inquiry
- facilitate collaboration, which includes open and frank debate
- promote group, as well as individual learning (Bolam *et al.*, 2005).

Skills

The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework (European Parliament and Council, 2008), skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Target Professional Competences

These are the target professional competences that the CLIL teacher is expected to acquire or further develop during the training programme.

1. PERSONAL REFLECTION

Commitment to one's own cognitive, social and affective development is fundamental to being able to support the cognitive, social and affective development of students.

CLIL teachers are able:

a) to explore, and to articulate their own understanding of, and attitudes towards, generally accepted principles of teaching and learning (**P**rofessional **D**evelopment **C**omponent 3).*
b) to explore and to articulate their understanding of, and attitudes towards content and language (L1, L2, L3) learning, as well as learning skills development in CLIL (PDC 3)
c) to define their own pedagogical and content (subject field) competences, and related developmental needs (PDC 3)
d) to define their level of language competence according to the *Common European Framework of Reference* (CEFR), and to articulate related developmental needs (PDC 8)
e) to explore and to articulate ways of working with learners to jointly identify teacher and student socio-cultural, personal and vocational learning needs (PDC 4, 5, 6, 7)
f) to explore and to articulate the necessity to cooperate with colleagues and other key CLIL stakeholders, and describe mechanisms for cooperation (PDC 4, 8, 11)
g) to work according to the principles of grounded professional confidence (PDC 6)
h) to develop and to update their own professional

* NB: The numbering of the twelve PDC components is consecutive throughout the three Professional Development Modules.

development plan (PDC 2)

i) to explore and to manage the multiple roles and identities of a CLIL teacher (PDC 6)
j) to explore and to manage the impact of one's own attitudes and behaviour on the learning process (PDC 6)

2. CLIL FUNDAMENTALS

An understanding of the core features of CLIL, and how these link with best practices in education, is central to the CLIL approach, as are building inclusive and constructive relationships with students and other stakeholders.

CLIL teachers are able:

a) to describe core features of the CLIL approach (definition, models, planned outcomes, methodology, driving principles) (PDC 1, 6)
b) to describe common misconceptions vis-à-vis CLIL (PDC 1, 2, 3)
c) to contextualise CLIL with respect to the school, regional and/or national curriculum (PDC 1, 4)
d) to articulate and discuss CLIL with school's internal and external stakeholders (PDC 4, PDC 5)
e) to describe strategies for integrating CLIL and existing school ethos (PDC 4)

3. CONTENT AND LANGUAGE AWARENESS

In CLIL, successful content learning is particularly dependent on language: enhanced language learning is dependent on content learning. Research-based knowledge of the interdependence of language (L1, L2, L3) and cognitive development facilitates both content and language learning.

CLIL teachers are able:

a) to identify the appropriate content to be taught and obstacles to content learning (PDC 3, 5, 6)
b) to view content through different cultural perspectives (PDC 5, 7)
c) to deploy strategies to support language learning in content classes (PDC 3, 4, 5, 6)
d) to create opportunities for reinforcing content learning in language classes (PDC 3, 4, 6)
e) to apply strategies for fostering critical thinking by students about content and language (PDF 3, 4, 6)
f) to apply strategies for fostering in students the habit of linking new learning with their personal experience (e.g., language, content subjects, personal experience and the out-of-school world) (PDC 3, 9, 11)
g) to promote learner awareness of language and the language learning process (PDC 3, 6)
h) to describe how the first language can support additional language learning (PDC 3)
i) to model strategies for making the transition from monolingual to bi/plurilingual teaching and learning (PDC 1, 2, 3)
j) to devise and implement strategies that take into account key concepts such as (critical) discourse, domains and registers, Basic Interpersonal Communication Skills, Cognitive Academic Language Proficiency in order to promote language and content learning, as well as learning skills development (PDC 3, 6)
k) to describe the implication of age for language learning and use (PDC 3, 5, 6)
l) to link language awareness issues to content learning and cognition (PDC 3, 5, 6)
m) to scaffold language learning during content classes (PDC 5, 6)

n) to propose instructional strategies that take into account social constructivist theory, including exploratory and other forms of discourse that promote dialogic teaching and learning (PDC 3)
o) to draw on knowledge and theories from language learning fields such as SLA to propose instructional and learning strategies (PDC 3)

4. METHODOLOGY AND ASSESSMENT

In CLIL aspects of good pedagogy are applied in a new manner. Due to the challenges of learning through an additional language, many aspects of good pedagogy require enhanced and detailed scaffolding. A wide range of knowledge and skills relating to methodology and assessment are integrated in order to create meaningful and supportive learning experiences for students.

Building learner capacity

CLIL teachers are able:

a) to support learners in building their capacity:

- to self-motivate (PDC 1)
- to self-assess so that they can become more reflective and autonomous (PDC 6, 7, 8, 10)
- to constructively give, receive and use teacher and peer assessment/feedback (PDC 6,10)
- to cooperate with the teacher so as to reflect on, and improve learning (PDC 6, 7)
- to identify and analyse preferred learning styles, and to expand and effectively use these and others (PDC 3, 7)

Co-operating with colleagues

CLIL teachers are able:

a) to nurture cooperation with colleagues and have a repertoire of cooperation strategies and skills (PDC 4, 5)
b) to cooperate with colleagues so as to reflect on and improve learning (PDC 6, 7)

Deploying strategies

CLIL teachers are able to:

a) deploy strategies:
   - for the co-construction of knowledge with learners and for cooperative learning (PDC, 3, 5, 6, 7)
   - for fostering critical thinking (PDC 3, 6)
b) support continuous language growth through a repertoire of didactic strategies (e.g., Zone of Proximal Development, error awareness and correction, first language transfer and interference, translanguaging, anti-plateauing strategies and modelling) (PDC 3, 6)
c) deploy blended learning approaches in the CLIL classroom (PDC 3, 6)

Building direction and focus

CLIL teachers are able:

a) to work with learners to jointly identify learners' needs in CLIL (PDC 3, 5, 6, 7)
b) to design CLIL modules and lessons within the context of a given curriculum (PDC 4, 5, 6)
c) to identify key concepts of content subjects and make them accessible to learners by modifying teaching to take into account students' diverse language competences and needs (PDC 6, 7)

d) to set outcomes together with learners regarding language, content and learning skills (PDC 5, 6)
e) to maintain a triple focus that supports content, language and learning skills development (PDC 6)
f) to build on prior language and content knowledge, skills, attitudes and experiences of learners (PDC 6, 7)
g) to take guidance from the European *Key Competences for Lifelong Learning* (PDC 10)

Building safe and meaningful learning experiences

CLIL teachers are able:

a) to support students in managing the affective side of learning through an additional language (PDC 7)
b) to create authentic and meaningful learning environments and experiences for students (e.g., group work, peer teaching and work placement) (PDC 3, 5, 7)
c) to create supportive structures to foster contact and communication with other speakers of the CLIL language (PDC 6, 11)

Assessing

CLIL teachers are able:

a) to articulate CLIL-specific assessment needs and goals, and to develop and implement related assessment tools (PDC 8, 9, 10)
b) to identify what learners already know (PDC 5, 10)
c) to guide learner reflection on previously agreed upon content, language and learning skills, goals/outcomes, achievements (PDC 2, 10)
d) to guide learners in using portfolio-based approaches (including the *European Language Portfolio*) as tools for fostering learning, teaching and assessment (PDC 10)
e) to use formative and summative assessment strategies to support content, language and learning skills development (PDC 5, 6, 8, 10)
f) to use benchmarking in supporting progress in learning (PDC 6, 8, 10)
g) to introduce the concepts of self-assessment and peer-assessment to support learners in taking greater responsibility for their learning (PDC 6, 8, 10)
h) to detail the pitfalls of assessment and propose ways of circumnavigating these (PDC 8, 10)

5. RESEARCH AND EVALUATION

A dynamic CLIL teacher is a learner who follows a personal path of enquiry, reflection, and evaluation. This provides an active model for students to develop the ways and means of learning through their own research and evaluation. These are powerful tools for improving teaching and learning.

CLIL teachers are able:

a) to discuss, in a knowledgeable manner, classroom and learner research methodology (e.g., action research) (PDC 2, 9)
b) to conduct action research in collaboration with colleagues and other stakeholders, including students (PDC 2, 9)
c) to articulate key research findings relevant to CLIL and learning in general (e.g., second language acquisition research, psychology of knowledge and evidence-based teaching) (PDC 2, 9)
d) to critically analyse research articles on CLIL (PDC 9)
e) to use benchmarking (regional, national or international) when interpreting and planning research and evaluation (PDC 2, 10)
f) to describe strategies and instruments for self, peer and student evaluation of their teaching practices (PDC 2, 9, 10)
g) to use self, peer and student evaluation to improve their own practice and student learning (PDC 2, 9, 10)
h) to critically interpret research and evaluation results (PDC 2, 9, 10)

6. LEARNING RESOURCES AND ENVIRONMENTS

CLIL requires CLIL-specific learning resources, and enriched learning environments. These are highly integrative, multilayered and cognitively demanding, yet are balanced by enhanced scaffolding and other support systems. These help students build a sense of security in experimenting with language, content, and the management of their own learning.

CLIL teachers are able:

a) to maintain a triple focus on content, language and learning skills (PDC 4, 5, 8)
b) to design and use cognitively and linguistically appropriate learning materials (PDC 4, 5, 8)
c) to create criteria for developing CLIL resources (including multimedia) that embed the core features of CLIL (PDC 8)
d) to describe criteria and strategies for using non-classroom and non-school learning environments (PDC 5, 11)
e) to assess learning resources and environments and to identify potential difficulties and solutions to overcome these (PDC 4, 8, 11)
f) to articulate techniques for developing cooperative networks aimed at choosing, creating, adapting and accessing materials or developing learning resources and accessing learning environments (PDC 8,11)
g) to help students build cross-curricular links (PDC 4, 8, 11)

7. CLASSROOM MANAGEMENT

CLIL classroom management aims to facilitate the integrated learning of content, language and learning skills. It requires specific knowledge about classroom dynamics and management techniques and about how these affect learning in CLIL. Classroom management also centres on helping students to access intrinsic motivations for learning. This is partly done by enabling them to share responsibility for classroom management and the co-construction of learning.

CLIL teachers are able:

a) to use diverse classroom set-ups to promote student communication, cooperative learning and leadership (PDC 6, 7, 8)
b) to use appropriate language for classroom interaction in order to manage classroom proceedings (PDC 5, 6)
c) to recognise and make use of opportunities provided by learners' linguistic and cultural diversity (PDC 6, 7)
d) to cater for learners with a wide range of needs (e.g., special and specific needs, socio-economic and socio-cultural background, and gender) (PDC 5, 7)
e) to co-create with students a non-threatening environment that is driven by learning and the active participation of all students (PDC 5, 7)

8. CLIL MANAGEMENT

Developing quality CLIL is a complex undertaking involving many stakeholders including students, parents, CLIL teachers, non-CLIL teachers and administrators. This calls on stakeholders to build common knowledge about programme management and an understanding of each other's role in supporting its development.

CLIL teachers are able:

a) to work within change models (PDC 1, 4, 5)
b) to apply the principles of professional learning communities, models and strategies (PDC 4)
c) to work with internal and external stakeholders (PDC 1, 4)
d) to apply the principles of professional self-management (PDC 4)
e) to represent the interests of CLIL in public relations (PDC 4)
f) to describe ethical issues pertaining to CLIL including gender and other inclusion issues (PDC 4, 7)

Professional Development Modules

These descriptions summarise the contents of the modules in the European Framework for CLIL Teacher Education. Each module consists of non-sequential components and their description. These descriptions are based on, and linked to, the Target Professional Competences defined in the previous section of this publication.

Module 1: Approaching CLIL
(four components)

1. Situating CLIL

- Competences for the information age
- Bi-, multi- and plurilingualism: overview
- Bilingual education: past and present; assumptions and facts
- CLIL contexts, models and variants
- CLIL objectives
- CLIL aims and objectives within a regional/national and institutional infrastructure
- Autonomy, authenticity, agency
- Professionalism and personal profile

(Target Professional Competence standards: 1, 2, 4, 8)

2. Adopting action research

- Grounded theory and cyclic learning
- Literature review and application
- Action research in the school context: objectives, tools, design
- CLIL teaching and learning processes: data analysis
- Evidence-based planning and action

(Competence standards: 1, 5)

3. Examining good pedagogy and CLIL

- Awareness-raising of personal established teaching practice
- Socio-constructivist theories and content/language teaching
- Autonomy, authenticity and agency
- Critical and creative thinking
- Language learning/acquisition theories

- Language awareness and knowledge about language learning
- Content awareness and knowledge about content learning
- Content-subject specific awareness
- Awareness of language user profiles, identities, and affective factors
- Integration of personal established practice and new approaches
- Learning styles
- Learning skills

(Competence standards: 1, 3, 4)

4. Focusing on CLIL in the school context

- Legislative and policy frameworks
- School change management
- Self-management and professional capacity-building
- Curriculum integration and team dynamics
- Student inclusion, exclusion and access
- Tools for planning and co-operation
- School ethos (i.e. beliefs, attitudes, work processes)

(Competence standards: 7, 8)

Module 2: Implementing CLIL
(four components)

5. Designing CLIL classroom curricula

- Theoretical constructs of curriculum design
- CLIL course construction
  - Objectives/targets of content learning
  - Course syllabus (including learner-teacher negotiation)
  - Cross-curricular linkages
  - Planned learning outcomes (content, language, learning skills and cognition)
  - Intercultural aspects of course design
  - Design of teaching and learning units/modules
- CLIL course scheduling
  - Embedding CLIL in the school curriculum
  - Time allocation
  - Teacher interaction and cooperation

(Competence standards: 4, 7, 8)

6. Anchoring CLIL in the classroom

- General principles of educational practice applied to CLIL
- CLIL core features
  - Multiple focus
  - Safe and enriching learning environments
  - Authenticity
  - Active learning
  - Scaffolding
  - Cooperation

- CLIL driving principles
  - Cognition
  - Community
  - Content
  - Communication
- Interdisciplinarity and multimodality
  - Constructivist and cognitive psychological approaches
  - Lessons from brain sciences
  - Integration of subjects
  - Blended modalities
- Learner autonomy and agency
  - Deciding on and managing one's own learning
  - Planning targets
  - Benchmarking and self-assessment
  - Intrinsic motivation

(Competence standards: 4, 5, 8)

7. Interweaving psychological and pedagogical aspects in the CLIL classroom

- Affective dimensions of learning
- Impact of e-learning
- Vehicular language threshold levels
- Reduced personality syndrome
- Expansion of personal learning styles repertoire
- Attitude awareness
- Group dynamics
- Special and specific educational needs
- Intercultural and plurilingual dynamics
- Multicultural and multilingual issues
- Student learning profiles and identities

(Competence standards: 4, 7)

8. Accessing and adapting CLIL learning resources and environments

- Criteria for and evaluation of learning materials
- *Common European Framework of Reference for Languages*
- Learning materials and environments which support peer co-operation, authenticity and autonomy
- Teacher co-operation through networking

(Competence standards: 4, 6)

9. Becoming an evidence-based practitioner

- Evidence-based analysis, planning and decision making
- Research questions, design and testing
- Data analysis and reporting
- Application of evidence-based learning

(Competence standards: 5)

Module 3: Consolidating CLIL (three components)

10. Assessing for learning

- Principles and objectives of assessment and evaluation as a basis for improvement
- Summative and formative evaluation: principles, modes and tools (*Common European Framework of Reference for Languages*, *European Language Portfolio*)
- Risks and gate-keeping
- Certification

(Competence standards: 4, 5)

11. Networking locally, nationally and internationally

- Network theory, systems, tools and resources
- Professional support and synergy
- Professional learning communities
- Learning environments development
- Knowledge management
- Linkages to local, national and international communities

(Competence standards: 4, 8)

12. Practising CLIL

- Criteria and frameworks for practice-teaching
- Planning tools
- Analysing and addressing individual needs
- Potential problems: diagnosis and solutions
- The mentor-practice teacher relationship
- Self-management
- Evaluation, assessment and analysis
- Professional development plan

(Competence standards: 1, 2, 3, 4, 5, 6, 7, 8)

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The European Framework for CLIL Teacher Education

The European Framework for CLIL Teacher Education (EFCT) is a tool for guiding the design of curricula for CLIL teacher professional development. The EFCT is proposed as a conceptual lens and model.

The European Centre for Modern Languages (ECML) Promoting excellence in language education

Established in 1995 in Graz, Austria, as a Council of Europe institution, the ECML focuses on bridging the gap between language policy theory and classroom learning practice. This unique intergovernmental centre offers concrete approaches to issues and challenges facing Europe's multicultural societies in a period of unparalleled change and mobility.

The ECML, guided by its 34 member states* , is committed to the Council of Europe's policy of fostering linguistic and cultural diversity as a means of promoting intercultural dialogue, democratic citizenship and human rights.

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The publications within the present series illustrate the dedication of the coordinating teams and of all those who participated within the projects and their commitment to furthering innovation and good practice in language education.

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> The Council of Europe has 47 member states, covering virtually the entire continent of Europe. It seeks to develop common democratic and legal principles based on the European Convention on Human Rights and other reference texts on the protection of individuals. Ever since it was founded in 1949, in the aftermath of the second world war, the Council of Europe has symbolised reconciliation.

* Albania, Andorra, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the Former Yugoslav Republic of Macedonia", United Kingdom

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