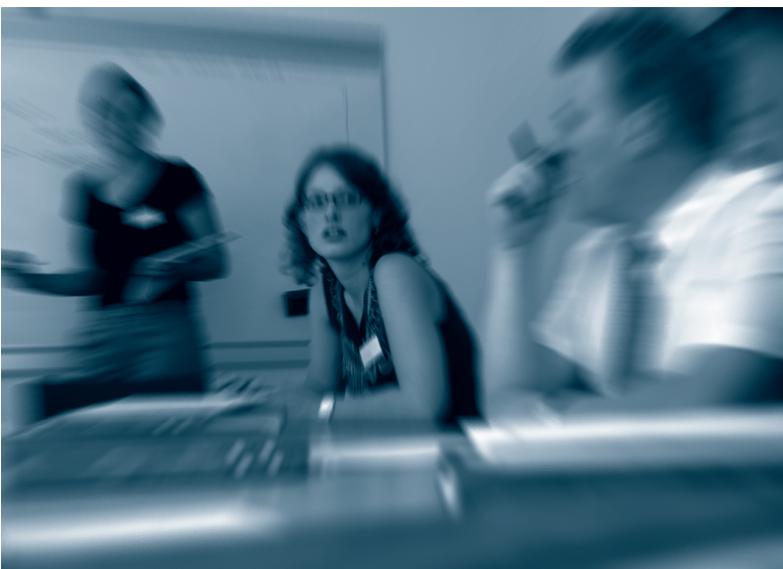


Strategies for Implementing the EPOSTL in Teacher Education



EPOSTL

European Portfolio for Student Teachers of Languages
A reflection tool for language teacher education

www.ecml.at

<http://epostl2.ecml.at>



European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum



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Strategies for Implementing the EPOSTL in Teacher Education

As with many innovative measures, implementing the EPOSTL at an institutional or national level requires certain strategic measures to facilitate its acceptance.

Getting started

1. Familiarise yourself with the content and rationale of the EPOSTL.
2. Identify what is relevant for your course or courses.
3. Integrate the EPOSTL into your existing courses or programmes.
4. Consider possible ways of introducing the EPOSTL to your students.
5. Discuss and illustrate how it can enhance their didactic and reflective competences.
6. Raise students' awareness of the EPOSTL's use as an international self-assessment tool in teacher education.
7. Explore different ways of using the EPOSTL.
8. Collect students' feedback.

Interacting with other teacher educators within your institution

1. Share experiences of using the EPOSTL with colleagues.
2. Involve teacher educators of all languages.
3. Give presentations on how you use the EPOSTL.
4. Explore benefits of the use of the EPOSTL.
5. Discuss different options for using the EPOSTL – methodology/didactic course, teaching practice, mobility programmes, course assignments, term-papers etc.

Actions

1. Work out a coherent approach to the EPOSTL with your colleagues – e.g. which descriptors might be the focus of which course.
2. Agree with colleagues a concrete action plan for using the EPOSTL – aims, content, timescale etc.
3. Involve schools/mentors.

Between institutions: Networking

1. Organise seminars, workshops and conferences etc. for teacher educators, mentors in schools and other interested parties.

Top-down support

1. Inform stakeholders (Ministry of Education, Language Teaching Associations, Heads of Institutes etc.) by means of meetings, conference reports, presentations, articles etc.
2. Seek support to organise national networks.

EPOSTL can be used more effectively and with greater sustainability if it is not only used individually in a specific teacher education course but by all language teacher educators and mentors within and between institutions. This ensures greater coherence in teacher education programmes and promotes collaboration amongst teacher educators, mentors and student teachers.