

# Intercultural learning: school partnerships & mobility

*English* – One of the central aims of EOL is to think outside the box. Partnership and mobility are essential to intercultural learning. This tool should help schools to assess and enrich their partnerships, including reciprocal methods in which students learn systematically with partners. In this theme we will also distinguish 4 levels and 4 degrees.

A	B	C	D
<b>Beginner</b> Finding out	<b>Elementary</b> Developing intercultural projects	<b>Independent</b> Implementing an approach based on partnership and reciprocity	<b>Expert</b> Being able to network, lead and assist others to ensure systemic impact

## 1. Developing reciprocal class

	A	B	C	D
<b><u>NANO</u></b>	Students discover the use of spontaneous digital communication with foreign partners.	Students conduct a common project using a dedicated online workspace with their foreign partners.	Students and their partners work regularly together in international online workshops.	Each student works systematically in tandem with a foreign student in the partner's target language.
<b><u>MICRO</u></b>	Teachers and their partner colleagues try videoconferencing to meet with their classes online.	Teachers and their partner colleagues develop a common class project using an online working platform.	Teachers and their partner colleagues accompany their students as they learn the partner's language using a reciprocal approach.	Foreign language learning is flourishing in the efficient learning environment of collaborative approaches with partners.
<b><u>MESO</u></b>	Partner schools are officially informed of every major event in your school.	A space is created within the school dedicated to partner schools and opening the website to partner schools.	Teachers are trained in the use of collaborative online platforms like Twinspace (eTwinning), Tele-Tandem (OFAJ), etc. in class	The school's offer is enriched through the network of the partner schools, especially in the field of CLIL
<b><u>MACRO</u></b>	The educational needs of the students here and abroad are compared with partner schools.	Staff are writing and working together on a common project that corresponds to the educational aims of each school involved.	Tools for assessment and self-assessment in the use of collaborative online platforms are developed.	Conditions have been developed to create a flourishing common culture of international partnerships and networks between two regional educational authorities.

This is an output of the project "Learning environments where modern languages flourish" (2016-2019) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states.

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## 2. Valuing and using mobility

	A	B	C	D
<b><u>NANO</u></b>	Being interested in others. Being informed of all individual or collective mobility programmes	Linking a mobility project to own objectives (for example: school orientation)	Developing a culture of partnership and otherness in a real personal mobility project	Based on own experiences of mobility, accompanying other students and/or developing the idea of social and associative commitment
<b><u>MICRO</u></b>	Finding out that even the preparation of mobility can play a significant role in student motivation and class enrichment (programme design, fundraising, choice of activities, etc.).	Facing a common challenge during mobility together with parents and partners	Developing a participative class method in which parents and partners play a central role	Establishing new inclusive approaches for language learning (like flipped classrooms) based on experience of learning tandems or networks
<b><u>MESO</u></b>	Supporting mobility for all, valuing teachers' and students' mobility	Using mobility to develop partnerships and networks	Developing with partner schools a common culture on piloting school projects	Developing global intelligence on a welcoming culture, on mobility and networking
<b><u>MACRO</u></b>	Helping schools combine formal and non-formal education better in mobility projects	Developing a framework on cross subject use of mobility	Developing resources to support linguistic and intercultural mediation in the context of mobility	Developing a quality label for inclusion and partnership in the culture of a school

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