



BUILDING BLOCKS FOR PLANNING LANGUAGE-SENSITIVE TEACHER EDUCATION: 3 - HOW CAN LANGUAGE SENSITIVITY BE BUILT INTO TEACHER EDUCATION CURRICULA?

ENG

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Building block 3

HOW CAN LANGUAGE SENSITIVITY BE BUILT INTO TEACHER EDUCATION CURRICULA?

What is the purpose of this Building block?

[Building block 3](#) is designed to suggest ways of re-examining teacher education curricula through the lens of language-sensitive education. The discussion of language-sensitive education in Building block 1 makes it clear that all teachers, not just teachers of the language of schooling or foreign languages, have a responsibility to take account in their teaching of the specific language features and language demands of their subject across the years of schooling. It is therefore essential that language sensitivity should be systematically and regularly focused on in all curricula for pre-service and in-service teacher education whatever school subject(s) are concerned.

This Building block concerns the teacher education curriculum in its entirety, including all the courses and modules that it encompasses. Separate Building blocks deal with the more detailed work necessary when reviewing a specific course or module in the curriculum ([Building block 4](#)), and when seeking to highlight language-sensitive approaches in observation assignments and in school-based teaching practice that form part of a teacher education programme ([Building block 5](#)). Teacher competences for language-sensitive education are described in some detail in the Profiles ([Building block 6](#)).

Users may wish to explore the questions which form the contents of this Building block in the order suggested. Alternatively, they may prefer to pick and choose what seems most relevant to their teacher education context.

Who is this Building block for?

- those responsible for the content and quality of teacher education curricula at undergraduate and postgraduate level;
- curriculum planners and curriculum developers for teacher education;
- teacher educators and those organising professional development for practising teachers.

This Building block is designed for consideration by different stakeholders. However, while various aspects may be focused on by teams of individual stakeholders with different areas of responsibility, taken as a whole it is intended to be used as a means of promoting reflection and consultation among all stakeholders in teacher education.

Here you can read more about how different kinds of stakeholders are involved in planning curricula across different contexts:

Depending on the specific context, different stakeholders are likely to have a role in the development and revision of teacher education curricula. At the macro level, ministries of education at national or regional level may have developed specific standards and/or legal requirements. Taking these into account, the top management of a university faculty or

education or teacher training college is likely to have laid out a mission and guidelines for teacher education across subject boundaries and perhaps within subject areas. At a meso level, those responsible for organising the teacher education for specific groups of student teachers (e.g. primary teachers, science and technology teachers, language teachers etc.) play a key role in defining which courses or modules and other elements are included and what the intended learning outcomes are for each. Some of these modules may be 'universal' (e.g. educational psychology, educational theory etc.) in that they are designed for future teachers of all subjects, so heads of department need to collaborate on design and revision. Then, at the micro level, each module or course needs to be planned in detail, and its aims, content and the assessment methods and criteria to be used need to be described. Very often individual teacher educators/lecturers have responsibility for this in consultation with heads of department and colleagues working on the same course or module.

What are the main objectives?

To offer guidance on:

- reviewing the content and intended outcomes of a curriculum and deciding whether they address the teacher competences and awareness needed for language-sensitive education;
- deciding how and where to strengthen the curriculum in this respect;
- choosing methods and principles for reviewing the language-related aims and content of teacher education curricula.

CONTENTS

- A. What is a teacher education curriculum and what does it contain?** – this section discusses what a curriculum is, as well as the differences between the curriculum as developed by those responsible, the curriculum that is implemented in teaching and the curriculum which is attained by those participating in the teacher education programme.
 - B. Who designs and controls the teacher education curricula in your context?** – a ‘vignette’ is used to present processes of curriculum development in an imaginary context, followed by questions for reflection about the curriculum development processes in your own teacher education context.
 - C. Do your teacher education curriculum objectives and the implementation of the curriculum support and enhance language-sensitive teaching and language awareness?** – questions to stimulate reflection on the way the teacher education curriculum is reviewed and developed in your context; further specific questions are asked about how the system works and who is involved.
 - D. How can more prominence and attention be given to language awareness and language sensitivity in a teacher education curriculum?** – this section contains a task on identifying ways of including more focus on language sensitivity in two authentic examples of curricula; this is followed by detailed questions on how this approach could be used in one’s own teacher education context.
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A. What is a teacher education curriculum, and what does it contain?

To answer these questions, we first need to decide what we mean by a curriculum for teacher education. There are parallels between curricula for teacher education and school curricula. The content of national or regional school curricula which concern language is focused on in [Building block 2](#).

A curriculum, sometimes called a learning or study programme, is usually a written document with a description of the content of the courses or modules included, as well as of the objectives that students need to meet and the competences they are expected to develop during the study programme.

In the Building blocks, the related term ‘syllabus’ is used to mean the equivalent of a ‘curriculum’ or programme for an individual course or module on a given subject. Individual courses or modules are the focus of [Building block 4](#).

Commentary

The term ‘curriculum’ has been defined as follows:

*“[...] curriculum typically refers to the knowledge and skills students [or course participants] are expected to learn, which includes the **learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the***

books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning [...].” (<https://www.edglossary.org/curriculum/> - our emphasis).

A teacher education curriculum might not include all of this, but one would probably expect to find at least:

- **the intended learning outcomes** (i.e. the learning objectives) of the whole teacher education programme, including the competences student teachers are expected to develop;
- an overview of **all the courses/modules** which student teachers are required to take and of the various optional or ‘elective’ courses which they can choose to take, and in which semester these can be taken;
- **the kinds of assignments and projects** student teachers are expected to work on;
- **the evaluation criteria and standards** that student teachers need to meet in order to pass the examinations and other means of assessment and to become qualified teachers.

The purpose of such a curriculum is to provide a clear overview of (in this case) the teacher education programme as a whole and its structure and to show how the different modules and other elements fit together over its whole duration (in the case of pre-service teacher education, several semesters). It may also contain information about any higher-level goals and principles underlying the whole programme.

A curriculum can take different forms:

- Often it is a written list with an introduction that can be easily referred to by teachers, or in this case teacher educators, and other staff responsible.
- Especially in further and higher education, it can be consulted by those interested in registering for the programme and those who are already enrolled. For this audience, the curriculum may be in shortened form with less detail and may be made available online.
- Sometimes the curriculum is just a list of courses with a brief description of content and whether it is compulsory or optional. Details are then provided separately for each module or element when participants enrol for them.

- a) *In the institution(s) that you are familiar with, is there a curriculum that teacher educators and students can consult? If so, what form does it take? If not, what kind of information about the whole teacher education programme is available to staff and to those wishing to enrol?*
- b) *Look at figure 1 below. Then click on the boxes to read the explanations of these different versions of a curriculum. Do these distinctions seem relevant and useful to teacher education curricula?*

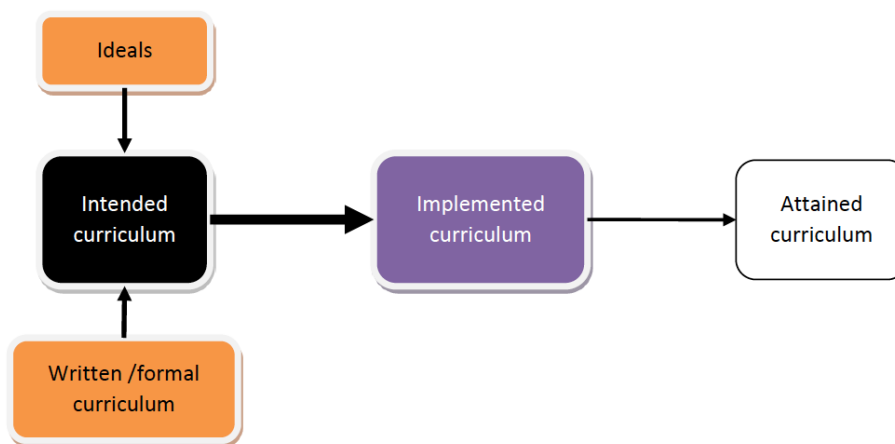


Figure 1: Model of curriculum alignment (Taken from van den Akker, Fasoglio and Mulder, 2010)

- **The intended curriculum** is determined by the educational organisational system (macro level) [...]. It usually includes goals and expectations set by the curriculum policy makers and curriculum developers along with textbooks, official syllabi or curriculum standards set by a particular nation or organisation [...]. When the ideas of the developers are written down to produce a document or converted into curriculum materials, that constitutes the formal curriculum.
 - **The implemented curriculum** which is enacted at the school level (meso-level) comprises content, instructional strategies and time allocations which are meant to guide teachers with regard to the way the intended curriculum should be put into practice [...].
 - **The attained curriculum** refers to “the reactions and outcomes of the learners after receiving instruction.” (van der Akker 2003, 2009 and others, cited in Phaeton and Stears 2016: 724-725)¹.
- c) **In your context, are there differences between the teacher education curriculum intended by the institution and the curriculum as it is implemented by lecturers/teacher educators? If so, what differences are there and what impact do they have on the teacher education?**
- d) **To what extent does the ‘attained’ curriculum, i.e. what student teachers actually learn and the competences they develop by the end of the programme, reflect the contents of the intended curriculum? In other words, how realistic is the intended curriculum?**
- e) **In your opinion and experience, how easy or difficult is it to achieve ‘alignment’ between the ‘intended’, ‘implemented’ and ‘attained’ curricula?**

¹ (With acknowledgement to Katja Zaki (PH Freiburg, Germany) for above references. For her brief presentation, see minute 1.25 and onwards of this video <https://www.youtube.com/watch?v=XWchwGXhYw>.)

Commentary

It is important that there should be as much coherence as possible between these three phases of a curriculum. Measures to make sure that there is ongoing coherence will vary depending on the context. In teacher education, it is not unusual that individual teacher educators have the freedom to interpret and implement the formal intended curriculum in their own way in their courses. However, for their implementation of the curriculum to be properly aligned and coherent with the intended curriculum, teacher educators need to ensure that the learning outcomes specified in the intended curriculum are achieved by the end of their courses/modules. It is also important that those responsible for the programme, such as deans or heads of department, should be consulted about their detailed plans and that students also have clear information available to them before each course/ module begins.

Verifying the coherence between the attained curriculum and the intended curriculum as implemented usually depends on monitoring and assessments of students' course work, practical teaching etc. It is important that the methods and criteria used for assessment are in tune with both the intended curriculum and the ways in which it is implemented (see the tasks in [section B b](#)).

B. Who designs and monitors teacher education curricula in your context?

Vignette

The Pedagogic University in V. provides Bachelor and Master level courses in various educational specialisms, including degrees leading to a first level qualification as a primary or secondary school teacher. In order to be fully qualified, students need to go on to a Masters' course lasting a further two or four semesters. Each faculty head is responsible for devising the curriculum for student teachers in the faculty and its departments according to general state guidelines and the specific standards laid down by the university's committee on academic quality. The outline curriculum is available on the faculty website. However, working out the detail and order of course content is the responsibility of the tutor(s) concerned. A detailed course outline is submitted to the faculty head office, but generally there is no feedback on the submission. Often the same tutor(s) teach the same courses semester after semester, and they sometimes make small adjustments to the programme in line with informal feedback from students and their own experience of elements that are harder to teach or 'don't work' well.

a) What are the main similarities and differences between this fictional example and the way teacher education curricula are decided on in your context? For example, in your context:

- i. *What national or regional legal frameworks (if any) govern the aims and structure of teacher education?*
- ii. *Are there policies at institutional level which influence the way teacher education is organised and managed?*
- iii. *How are decisions taken about the content of the overall curriculum for a teacher's degree?*
- iv. *Which courses are an obligatory part of the curriculum and which are optional or elective? Who makes the decisions about this?*
- v. *What procedures are used at different levels (e.g. by institutional authorities, heads of department and the teacher educators/lecturers) to review curricula from time to time? Who is normally involved in the review process: for example, are teacher educators responsible for the various courses consulted, and if so how?*

Commentary

Teacher education institutions are organised in many different ways. Moreover, in some contexts, aspects of the contents of teacher education curricula are specified by national or regional authorities. From lecturers' and students' points of view, it is most important that the curriculum is clear and transparent, even if it is not very detailed. In the end, lecturers responsible for implementing the curriculum must be completely familiar with and supportive of its aims and contents. Where possible, they should be able to play at least a consultative role in reviewing and reforming it. At the very least, everyone involved in delivering the curriculum should be aware of the rationale behind the intended learning outcomes, the curriculum contents and how decisions are made about what is obligatory for students and what choices they can make. They should also be informed when a curriculum is undergoing review and reform and who is involved in that process. From the course participants' point of view, the success of a teacher education programme depends on its quality, including the quality of the content and the teaching of each element. Ongoing quality assurance is a key task for those responsible for managing any teacher education institution.

b) In your context, which of the following actions and principles are part of the process of reviewing the teacher education curriculum?

- i. *studying national or regional guidelines on teacher education;*
- ii. *making sure there is coherence and complementarity among the individual courses and other elements of the curriculum (lesson observation, teaching practice in schools, etc.);*
- iii. *involving and consulting the teacher educators responsible for individual courses and those responsible for teaching practicum and mentoring;*
- iv. *getting feedback from student teachers or practising teachers participating in the courses.*

What else does such a review involve?

Commentary

Actions and principles like those above – and you may have thought of several others – need to be established before the review process begins, and they need to be made public. A point not mentioned among the principles here is that the outcome of the review process and the reasons why changes are decided on need to be clearly communicated to all stakeholders, and time needs to be made available for questions and clarification, especially if there are implications for their future work.

It may not be feasible or practical to enable all stakeholders to be involved in the review and updating process. If it is feasible, it is more likely that stakeholders such as representatives of lecturers and perhaps of students will be asked for their views as part of a consultation exercise. Opportunities to be involved in decision-making may be rare in such circumstances, except where a given lecturer's expertise and experience is indispensable, but they are usually very much welcomed by stakeholders and can significantly improve team working.

C. Do the objectives of your teacher education curriculum support and enhance language-sensitive teaching and language awareness?

a) Read the statements in the table below. Which of them are true for your educational context? Write a brief note beside each.

| | Yes/no | comments |
|--|--------|----------|
| As an integral part of their teacher education, teachers of all subjects spend time working on the uses of language in teaching and on sensitivity to learners' language needs. | | |
| For learners at school, appropriate use of the language of schooling is an important criterion in end of year and final exams in all subjects. | | |
| In schools, subject teachers share with teachers of the language of schooling the responsibility for preparing and enabling learners to cope with the language requirements of the different subjects. | | |
| Teachers of foreign language are trained to use the target language and the language of schooling in a language-sensitive way. | | |

Commentary

The general principles behind the Building blocks resources support an assumption that all future and practising teachers need to adopt a consistently language-sensitive approach in their teaching. The ways in which they use such an approach will, of course, vary according to the subject being taught, the age of the learners, the lesson objectives and so on.

One reason why a language-sensitive approach is so important is that, in all subjects, learners' ability to use language appropriately will be assessed in some way, even if the criteria are not made explicit. Learners' ability to demonstrate their knowledge of and skills in a subject depends at least in part on their ability to express this knowledge clearly, whether orally or in writing. It is therefore crucial that supportive language-sensitive approaches should be explored regularly and in detail during teacher education programmes, whether pre-service or in-service.

In a school environment, language-sensitive approaches can be enhanced by teamwork such as workshops and other events involving all or subgroups of teachers, including the teachers of the language of schooling. It may not be not feasible for these teachers to know in detail what the language and literacy requirements of each subject are, but they can discuss with colleagues the kinds of language difficulties that learners face in different subjects and in different kinds of school or homework. Many of these difficulties can then be addressed in a general way in language of schooling lessons, but subject teachers will still need to do detailed subject-related work on language.

Teachers of foreign or additional languages have specific responsibilities regarding language and are experienced in helping learners to gradually develop skills in a new ‘target’ language. They may be able to play a special role in helping migrant learners from other language backgrounds with the new language of schooling. However, in teacher education there is a difference between learning language teaching methodology and becoming language-sensitive in one’s classroom practice and handling of individual learners’ needs. Both aspects need to be addressed in teacher education for language teachers.

b) Considering the whole teacher education curriculum being followed in your context:

- i. How much attention is given to student teachers’ language awareness, that is their understanding of how languages work and how they are used? Examples of some topics that may be addressed can be found in a [list of elements](#) for language-sensitive teacher education, as well as in [Building block 6](#).*
- ii. How much attention is given to student teachers’ understanding of language policy, especially of the roles assigned to languages in society and in education?*
- iii. How much attention and space are given to the role of language(s) and communication in the actual teaching and learning of specific subjects? What kinds of guidance and training about language-sensitive teaching (of any subject) are included?*
- iv. Can you influence and change the objectives and content of the curriculum and the way it is implemented? For example, could a new module on language-sensitive education be added somewhere in the curriculum? Could elements focusing on language sensitivity be added to any existing modules (this is also the focus on [Building block 4](#))? Could curricular reform and change also involve aspects of the language policy of your institution?*

Commentary

Given the importance of language-sensitive education and the key role of teacher education in equipping teachers to adopt a language-sensitive approach, irrespective of the subjects they are teaching, attention to language and communication needs to be a transversal feature of curricula for both initial and in-service teacher education. It is also vital that all teacher educators working in a teacher education programme understand and are committed to addressing language-sensitive education in their work. Discussing and if necessary adapting the language policy of the teacher education institution may be a useful step in the process. If language-sensitivity is an explicit underlying principle of the language policy of the institution, this can strengthen the (future) teachers to contribute to related whole-school language policies elsewhere.

It is only by including attention to language-sensitive education one of the key goals of teacher education that language-sensitive approaches can become the norm at all levels and in all areas of education.

D. How can more prominence and attention be given to language sensitivity in an existing teacher education curriculum?

- a) *Look through the English translation of the Curriculum of the 4-year primary teacher education course at Umeå University, Sweden.***
- b) *Reflect on the title and likely contents of the different courses which are offered. According to the brief descriptions, in which of the courses are student teachers asked to address language and communication issues?***
- c) *Which courses could include content and assignments that focus in more detail on the role of language(s) in education and on language-sensitive education? Give examples of aspects of language and language-sensitive education which could be included in the courses you have identified, and suggest how the course descriptions could be amended to reflect the proposed changes.***
- d) *Plan a similar more detailed review of the curriculum at your institution. Mention:***
- *which staff members should be involved in the review process;*
 - *the courses/modules that could be redesigned to include a/more focus on language sensitivity;*
 - *the kinds of changes in content on language-sensitive education you think could be made to these course and integrated with the topics to be covered;*
 - *how these changes would form a coherent strand across the curriculum.*

Commentary

The purpose of these tasks is to suggest how a teacher education curriculum can be methodically reviewed to identify opportunities for adding to or increasing the focus on language-sensitive education. This example of a curriculum was chosen because some detail is provided.

The first step involves reviewing the elements of the curriculum to identify where a focus on language sensitivity is already explicitly or implicitly included. This is relatively easy in the Umeå University curriculum because some courses, such as those on Swedish and English, specifically imply such a focus. But opportunities to easily include discussion of issues related to language and communication and language-sensitive education also exist in other courses, such as certain courses in term 1, which is an important time to introduce the topic of language sensitivity, courses in term 2 and all elements of term 4, by which time student teachers will have gained more understanding of the important role that language plays in teaching and learning.

The next step would be to identify opportunities for ensuring that there is a focus on language sensitivity in other courses and how this focus could be integrated with the other topic areas mentioned.

Going through this process with a sample curriculum from a different context is good preparation for taking a fresh look at the curriculum in one's own teacher education context. Compared with activity b) above, an advantage will be that more specific information about each element of the curriculum should be available because the teacher educators involved in the programme can be consulted about the details and can themselves be asked to propose changes to the elements which they are responsible for.

Primary Teacher Education Programme, Grades 4-6

Umeå University, Sweden (240 credits)

Term 1

Professional Aspects of Teaching (for Primary Teachers)

The course prepares student teachers for a profession-specific identity and a professional life. The course focuses on organization and mission of the school' based on relevant policies. In the course, pedagogical-didactic issues and various theoretical, practical and aesthetic perspectives on learning and teaching are introduced.

School Based Studies (Practicum)

This course's practical content in a school environment must be contrasted with, and woven together with, the theoretical content of the previous course, *Professional Aspects of Teaching*. The focus of this course is on at least one leadership assignment performed by the student; and observations of the supervisor's teaching.

Learning and Teaching

The course deals with the professional task of teachers to promote and provide conditions for children's, students' and adults' learning both at group and individual levels. Based on theories of social and cognitive development, central didactic concepts for planning and analysis of teaching and learning are introduced.

Knowledge, Science and Research Methodology

The course provides a broad introduction to questions about knowledge, science and research methodology. It provides preparation both for continued academic education and for professional activity as a teacher in school.

Ethics, Democracy and the Heterogeneous Teaching Environment

The course deals with social and cultural processes between students and between students and teachers: how issues of democracy pervade the work in the school at different levels - from issues of democracy and equal treatment in the school's learning environments to issues of the school's organization and political governance in a democratic society.

Term 2

Swedish for Grades 4-6, Course 1

The course deals with teaching strategies for the development of language, writing and reading development with a focus on grades 4-6. Reading comprehension and text processing of different text types as well as writing in different genres are treated and problematized. Language sociology and the impact of communication and the language environment on students' learning and language development are included, as well as planning good learning environments for students' first and second language development. ICT and aesthetic learning processes are treated in connection with written language learning.

English for Grades 4-6, Course 1

In the course, English grammar and pronunciation are studied as well as theories about second language learning in a school environment. Furthermore, exercises are included in planning educational activities for younger children based on the theoretical knowledge and implementing these in a way that motivates the students. In all stages, the students are given the opportunity to practise the ability to use English in speech and writing in a correct and receiver-adapted way.

Mathematics 1 for Grades 4-6

The course deals with mathematics that is relevant for teachers who teach in primary school. The course deals with real numbers and their properties, different number systems and their properties with a focus on the decimal number system. Furthermore, numbers in percentage form, fractions and decimal form are treated as well as counting rules and methods for arithmetic calculations. The course also covers the concept of variables and simple algebraic equations and methods for solving them. In addition, simpler functions are treated with a focus on linear functions. Finally, properties of polygons and the Pythagorean theorem are treated.

Term 3

Mathematics 2 for Grades 4-6

The course deals with the didactics of speech perception and algebra. National frameworks are studied. Based on relevant research and proven experience, further knowledge about how children learn and develop mathematical knowledge and how the knowledge can be diagnosed is dealt with. Students' attitudes and attitudes towards mathematics and mathematics teaching are also highlighted.

Mathematics 3 for Grades 4-6

The course develops the mathematical abilities to formulate and solve problems and to be able to communicate mathematics in writing and orally. In the course, the area of geometry is treated with a focus on mathematics that is relevant for teachers who teach in the earlier years of primary school. The course deals with basic geometric objects including circle, sphere, cone, cylinder, pyramid and rectangle, their mutual relationships and geometric properties of these objects. In addition, the concepts of congruence and uniformity are also covered, as well as concepts that are necessary to understand symmetry and tessellation. The course also covers simpler linear, quadratic and exponential functions.

English for Grades 4-6, Course 2

Continued studies of English grammar with a focus on morphology and linguistic variation. The students review research on students' use of English outside the classroom in Sweden, including students' use of social media, games, movies and other forms of ICT. Students explore the interaction of identity, motivation, attitudes and strategies from a multilingual perspective.

Swedish for Grades 4-6, Course 2

The course deals with teaching writing and reading in years 4-6 from a theoretical and didactic perspective. Printed and digital learning materials are analyzed and reviewed. Various factors that can affect writing and reading development are discussed from a first and second language perspective. The students analyze various diagnostic tools and document, assess and establish individual development plans. The intersectional perspective forms the background for an analysis of teaching materials, including fiction.

Term 4

Educational Science, Teaching and Learning for Primary School

In the course, curriculum theory is introduced and studied together with in-depth didactic perspectives on teachers' work in primary school. Learning theories are deepened based on educational and developmental psychology perspectives in order to be used as planning and analysis tools of students' learning at both group and individual level. During the course, the students carry out a small study and write a scientific report in which educational scientific concepts are used for the analysis of didactic processes. Pedagogical leadership is studied and practiced with a focus on strategies for conflict management. Voice and speech must be included for f-3 and 4-6 teachers because it is an important work tool in teaching.

Assessment for and of Learning for Primary School

The course deals with assessments as a basis for decisions and measures in the teacher's professional practice, both for decisions about individual students and for the teacher's own teaching. A central theme in the course is how teachers can collect and interpret information and, based on this information, draw conclusions about students' learning and development, as well as communicate outcomes from various forms of assessment both to the students and their guardians as well as to school leaders.

Special Needs Education for Primary School

In the course, the field of special education with a focus on the primary teacher's tasks is introduced, and how special education activities are regulated and controlled. Central value-based questions in special pedagogy are critically examined using current perspectives and concepts, such as normality/deviation, inclusion, differentiation and a school for all.

Teaching in Grades 4-6 (Practicum)

The course deals with the teaching and learning environment based on the school's values and mission of democracy. The course focuses on teaching and learning in Swedish, mathematics and English based on the school's curriculum and course plans. The student plans, implements and evaluates teaching in these subjects under supervision.

Term 5

English for Grades 4-6, Course 3

This course consists of four modules.

- Module 1 includes further studies of learning and teaching English on a scientific basis and based on national language guidance documents. Learning to read and write in English is discussed both as a means of developing reading and writing competence in English and as a means of developing general competence in English.
- Module 2 includes the importance of the individual's language identity, motivation as well as strategies in relation to the development of communicative skills. The focus is on the teacher's role in developing the students' oral skills and ability to listen and collaborate. Developing good learning environments for all students' language development is included, as well as analysis and discussion of these.
- Module 3 contains studies of youth literature, with a focus on how this can be used in English teaching at school. The focus is on practical use of and reflecting on the role and possibilities of

literature in the classroom. The part also includes studies on cultures and everyday life in English-speaking countries.

- **Module 4** has students analyze various diagnostic tools and use these when documenting, assessing and communicating children's language development in English. National guidance documents as well as material provided in standard textbooks are analyzed in relation to formative and summative assessment.

Swedish for Grades 4-6, Course 3

The central content of the course consists of factual knowledge and teaching and learning processes with a focus on reading comprehension and the writing process. The course deals with theme-oriented working methods with the support of aesthetic learning processes and digital tools. The students plan, write and evaluate their own development work. Basic literature didactic theory formation as well as theories about text analysis and literature discussion are included, as well as the student's own writing and own development of a scientific approach.

Mathematics 4 for Grades 4-6

The course deals with basic concepts in statistics, combinatorics and probability theory as well as the mathematical ability to formulate and solve problems using mathematics and evaluate selected strategies and methods. Based on relevant research and proven experience, the course further deals with how children learn and develop mathematical knowledge in the subject area. Digital tools are used both from a subject theoretical and subject didactic perspective. It generally applies to the course that its mathematical content is chosen with the aim of strengthening the student's own competence.

Term 6

Social Studies for Grades 4-6

The course contains 4 modules of 7.5 credits each: History and society (7.5 credits), Religion and society (7.5 credits), Geography and society (7.5 credits) and the didactics of socially oriented subjects (7.5 credits). Each of the first three modules contains integrated didactic elements corresponding to 2.5 credits.

The course contains 7.5 credits each of the subjects History, Social Studies, Religious Studies and Geography.

or

Science and Technology for Grades 4-6

The course consists of two modules: Module 1 - Natural science and technology 1 and Module 2 - Natural science and technology 2. Module 1 is divided into biology, physics, chemistry and technology, which are studied in an integrated manner to gain a coherent understanding of the world and human activity from a scientific and technical perspective. Module 2 builds on Module 1 and is divided into biology, physics, chemistry and technology, which are studied in an integrated manner to gain a coherent understanding of the world and human activity from a scientific and technical perspective.

Term 7

Dimensions of the Teaching Professions for Grades 4-6 (Practicum)

The course deals with the teaching and learning environment based on the school's values and mission of democracy. The student plans, implements and evaluates with an increased degree of independence teaching in Swedish, mathematics, English and their chosen other subject. The course deals with various factors that can affect students' learning from a first and second language perspective. The special educational activities with a focus on students' language, reading and writing development are problematized based on theoretical perspectives and own experiences. The student gets to make practical use of mapping tools and document, assess and communicate in writing and orally the students' language, reading, writing and mathematics development. During the second part of the course, the student performs all of the teacher's tasks.

Degree project: Degree of Master of Arts in Primary Education Grades 4-6

The course involves a systematic study of teaching and learning in Swedish, mathematics or English. This includes subject selection, planning and implementation of a scientific study, as well as documentation and presentation of this in the form of an independent work (degree thesis). The work with the independent work (degree thesis) requires studies of theories and previous national and international research in the problem area. The course is based on the theoretical and research-methodological knowledge and skills that the students acquired in subject studies and educational science core, and on the insights into the teacher's professional role that have been gained during activity-based training.

Term 8

Degree project: Degree of Master of Arts in Primary Education Grades 4-6 (continuation)

(Please see above).

Research-based Professional Development for Grades 4-6

The course aims to link the various parts of the education – subject studies, subject didactics, educational science core, work-based education (Practicum) and the independent work (Degree project) – with the future professional activity. The focus is on professional development, development work, evaluation and follow-up. Orientation on school law is included. Within the framework of the course, the students outline a possible contribution to a development project within the school's operations on the basis of the activity-based course Dimensions of the Teaching Profession as well as the independent work (examination project).



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The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

