



A proposal for collaboration between in-service teachers and pre-service teachers in non-language and language subjects

Scenario for CLIL LOTE in language subjects and other subjects

Why is this scenario interesting?

The proposal promotes

- a collaboration between pre-service teachers in non-language and language subjects
- a collaboration between in-service teachers and pre-service teachers studying to become teachers in non-language and language subjects
- a coordinated and structured collaboration that is sustainable in a longer-term perspective

Short description:

Based on the experiences of the teacher education working group the following proposal was developed:

If you want to promote CLIL LOTE and create meaningful transitions between tertiary education and schools,

a collaboration between pre-service teachers in language and non-language subjects

a collaboration between in-service teachers and pre-service teachers in language and non-language subjects

should be established.

Such collaboration is intended to promote an exchange between pre-service teachers in language and non-language subjects and tertiary education and schools as well as awareness of CLIL LOTE and language use in general. In addition, transitions between tertiary education and the school as a labour market should be addressed and concrete collaborations should be supported.

Such collaboration should be coordinated by the teacher education institutions and represent an offer for interested pre-service and in-service teachers.

Why collaboration?

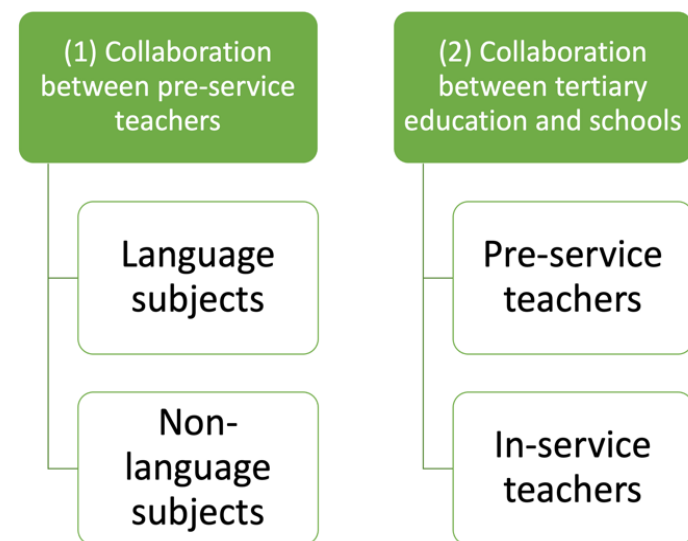
Often, in-service and pre-service teachers are only made aware of contents in language and non-language subjects through collaboration. Collaboration between in-service and pre-service teachers in language and non-language subjects focuses on the transitions between tertiary education and schools. A collaboration coordinated by a teacher education institution potentially enables the inclusion of all school levels and all school subjects (i.e. language and non-language subjects). Joint reflections and projects raise awareness of and concretely support collaborations between language and non-language subjects and pre-service and in-service teachers.

(1) Collaboration between pre-service teachers in language and non-language subjects

This collaboration could focus on the principles underlying collaboration between language and non-language subjects (the „why“) and strengthen the knowledge and skills of pre-service teachers.

(2) Collaboration between in-service teachers and pre-service teachers in language and non-language subjects

In this collaboration, the abstract and hypothetical knowledge and skills of pre-service teachers can be made more concrete through exchanges with teachers who already teach language and non-language subjects. This brings the transition between tertiary education and the future workplace (the school) into focus, in both directions: The pre-service teachers can benefit from the concrete experiences of the in-service teachers, and the in-service teachers can benefit from the theoretical knowledge of the pre-service teachers.



Specifically, it is suggested that the teacher education institution should organise **regular meetings** for (1) and (2). For this purpose, there should be collaboration between teacher education institutions and schools.

Meetings can be offered for, e.g.

- different school levels (e.g. meetings for the primary level or the secondary level)
- different languages (e.g. meetings for different foreign languages, minority languages, regional languages, heritage languages)
- different non-language subjects

However, meetings across school levels, language subjects and non-language subjects could also be offered in order to strengthen the transitions between school levels and the collaboration between language subjects and between non-language subjects.

How does this scenario support transitions?

Focus on vertical transitions between tertiary education and schools (in the perspective of the students: the labor market)

Focus on CLIL LOTE collaborations, i.e. horizontal transitions between language and non-language subjects

If the collaboration is offered across school levels, there will be a focus on education levels, too.

In the following the collaboration between pre-service and in-service teachers in language and non-language subjects will be described.

	Description of the collaboration	Important objectives	Activities / Tools
Before	Before the collaboration: (a) Establishing contacts between the teacher education institution and students as well as schools/teachers (b) Pre-Task: individual reflections by the pre-service and in-service teachers	(a) Target groups: pre-service teachers and schools/in-service teachers Establish contacts, encourage participation Draw attention to the topic of CLIL LOTE transitions as part of establishing contacts (b) Preparing collaboration through the pre-task	Activities: (a) The teacher education institution establishes contacts, in relation to the teachers, for example through existing contacts with schools where internships are completed or via social media (b) Preparing of analog and/or digital meetings between pre-service and in-service teachers through pre-task, for example: <ul style="list-style-type: none"> • Reflection on use of language(s) in non-language subjects (for example state languages, English, other foreign languages, minority languages,

			<p>regional languages, heritage languages)</p> <ul style="list-style-type: none"> ● Reflection on content in language lessons <p>Tools:</p> <ul style="list-style-type: none"> ● Padlet, Teams and similar tools. <p>Example: Padlet https://padlet.com/petra_dhansen/pre-task-xrgjmyclgs4n3q5r</p>
During	<p>During the collaboration:</p> <p>Analog and/or digital network meetings between pre-service and in-service teachers</p>	<p>In regular meetings focus on:</p> <ul style="list-style-type: none"> ● Connections between languages and content ● CLIL LOTE ● CLIL LOTE in the transition between the tertiary level and schools (in both directions) 	<p>Activities:</p> <p>(a) Reflections, exchange of experiences, discussions, for example based on the pre-task or the Guiding principles for CLIL.</p> <p>(b) concrete collaborations through common projects (planning, implementation and reflection)</p> <p>Tools:</p> <p>Slides, shared documents, digital planning tools</p> <p>Example: Reflection activity</p>
After	<p>After the collaboration:</p> <p>The collaboration should have an open ending.</p>	<p>Circular collaboration should be initiated through regular meetings:</p> <ul style="list-style-type: none"> ● Collaboration should be firmly anchored in the teacher education institution. ● The students who took part in the collaboration, could, when working as in-service teachers 	<p>Activities:</p> <p>Analog and/or digital meetings, contacts via social media.</p> <p>Tools:</p> <p>See <i>Before-</i> and <i>During-</i> phase.</p>

		<p>themselves, take part in the collaboration in this new role.</p> <p>The collaboration could be extended to other schools, other subjects, other languages.</p>	
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Short description, how the collaboration establishes links between CLIL LOTE and plurilingual education:

The collaborations should focus on:

- The use of different languages in teacher education and at schools
- The use of different languages by pre-service and in-service teachers
- Pluralistic approaches and teaching materials on CLIL

This is exemplified in the pre-task, in which national languages, English, other foreign languages, minority languages and home languages are explicitly included.

Example Padlet and Example Reflection Activity: Petra Daryai-Hansen, University of Copenhagen / Denmark, petra.dhansen@hum.ku.dk