

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 for becoming a teacher 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,

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

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

should be established.

Such collaborations are 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 labor market should be addressed and concrete collaborations should be supported.

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

Why collaborations?

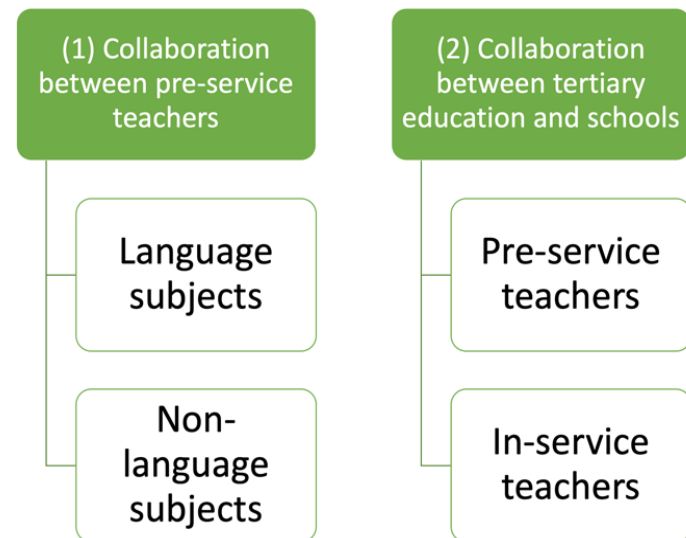
Often, in-service and pre-service teachers are only made aware of contents in language and non-language subjects through collaboration. Collaboration between in-service and pre-service teachers in language and non-language subjects focusses on the transitions between tertiary education and schools. A 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 collaborations 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 organizes **regular meetings** for (1) and (2). For this purpose, there should be a 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	<p>Before the collaboration:</p> <p>(a) Establishing contacts between the teacher education institution and students as well as schools/teachers</p> <p>(b) Pre-Task: individual reflections by the pre-service and in-service teachers</p>	<p>(a) Target groups: pre-service teachers and schools/in-service teachers</p> <p>Establish contacts, encourage participation</p> <p>Draw attention to the topic of CLIL LOTE transitions as part of establishing contacts</p> <p>(b) Preparing collaboration through the pre-task</p>	<p>Activities:</p> <p>(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</p> <p>(b) Preparing of analog and/or digital meetings between pre-service and in-service teachers through pre-task, for example:</p> <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: 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: (a) Reflections, exchange of experiences, discussions, for example based on the pre-task or the Guiding principles for CLIL. (b) concrete collaborations through common projects (planning, implementation and reflection)</p> <p>Tools: Slides, shared documents, digital planning tools</p> <p>Example: Reflection activity</p>
After	<p>After the collaboration: 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 collaborations, could, when working as in-service teachers 	<p>Activities: Analog and/or digital meetings, contacts via social media.</p> <p>Tools: See <i>Before-</i> and <i>During-</i> phase.</p>

		<p>themselves, take part in the collaboration in this new role. 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