

# Session 4

## TCs in Teacher Education

Theme C: Taking stock of TCs in European education

Raili Hildén, Katja Zaki

*(with contribution from Lusine F., Dita L., Laura A. and Virginia P.)*

Think tank: Transversal competences in foreign language education  
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



8-9 February 2022  
8.9. Februar 2022

# Rück- und Ausblick...

: "...it is interesting to see how quickly these ideas have come into national steering documents, but it is a long way to get them into the classrooms." (Steinar Nybøle)



# Struktur / *Structure*

- 1) **Vorüberlegungen.** *Preliminary remarks:* TCs und Lehrer:innenbildung.  
*TCs and Teacher Education.*
- 2) **Ergebnisse der Befragung im Überblick.** *Survey responses at a glance.*
- 3) **Ein paar Ansätze.** *Approaches.* (Kontexte – Akteur:innen – *lessons learnt*)
  - Germany, (Canada) & Finland (ITE, pre-service)
  - Norway (pre- & in-service)
  - Armenia (in-service)
  - Latvia (in-service)
- 4) **Gruppenarbeit/*groupwork*** in *break-out rooms* und Plenardiskussion (20+10 minutes)

# Objectives / Ziele

Guiding question: **Which role can teacher education play in the implementation of TCs? Which chances and challenges do we see?**

- *What can be done to raise awareness, give support to (future) teachers?*
- *Which **concrete measures / support structures / conditions of success** can be identified?*

Please take notes during the session – we will later gather, discuss and cluster them during the group and plenary work.

- **If you are a teacher:** You may focus on the support you feel is needed/useful...
- **If you are a teacher ed./policy maker:** You may focus on the support structures and measures you consider as possible, apt, intended...



# 1) Vorüberlegungen: TCs und Lehrer:innenbildung

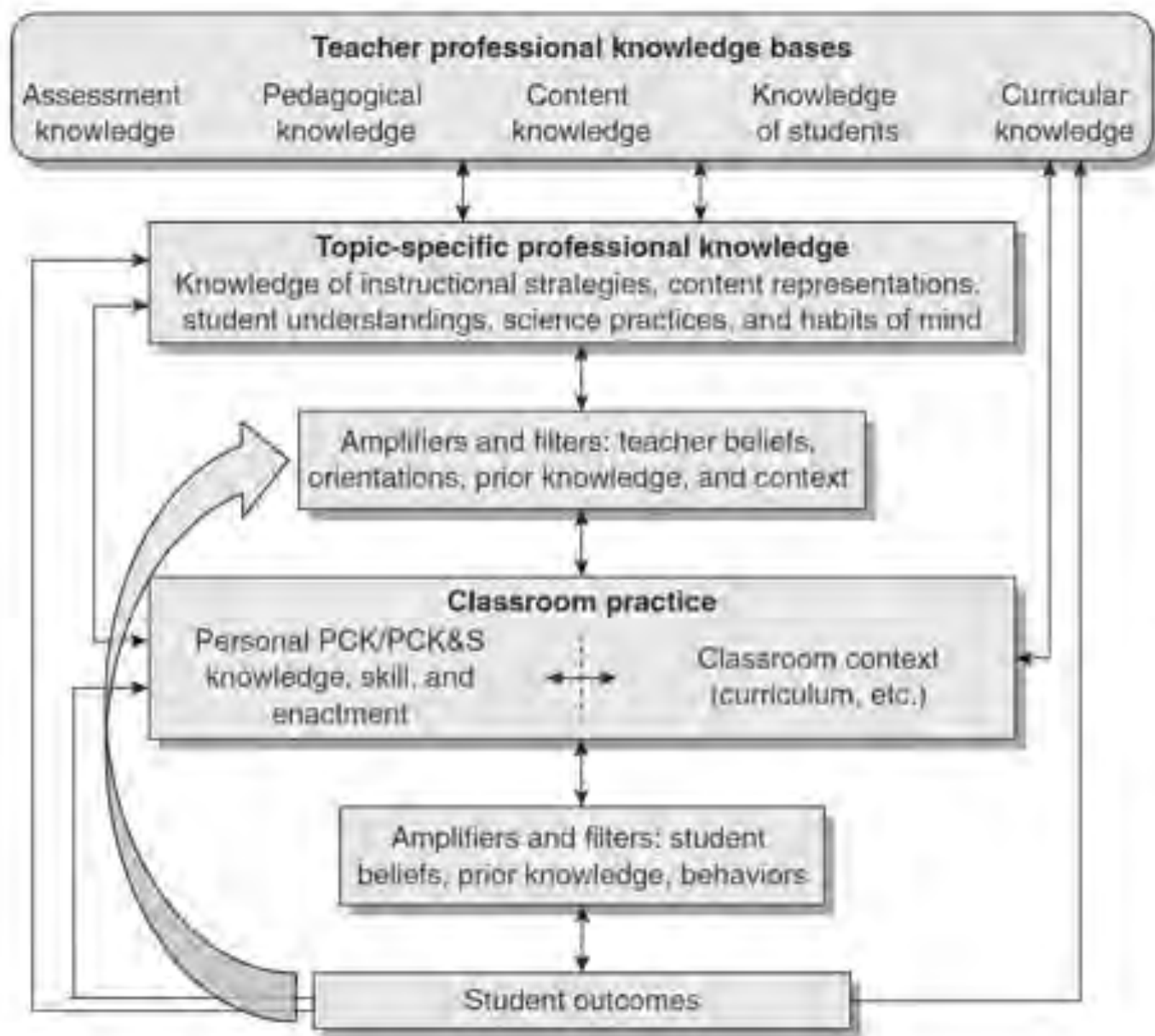
- Kulturen und Kontexte... *Cultures and contexts...*
- Phasen... *phases...*
- Domänen pW... *domains...*
- Akteure... *actors/agents...*
- Prinzipien... *principles...*
- Standards... *standards...*
- Ziele... *objectives...*
- Inhalte... *content...*



# 1) Vorüberlegungen: TCs und Lehrer:innenbildung

- Was sollten Lehrkräfte zu TCs wissen, können, reflektieren...?  
*What should (future) teachers know about TCs – what should they be capable of, reflect on...?*
- Wie sollten (angehende) Lehrkräfte wobei unterstützt werden...?  
*How should and could (future) teachers be supported for the integration of TCs...?*





(Gess-Newsome, 2015)

- Was sollen angehende LK ‚wissen‘, ‚können‘, ‚reflektieren‘...?
- Wie können/sollten sie dabei unterstützt, begleitet werden...? Von wem?
- Brücken zwischen Kompetenz und Performanz...?
- Brücken zwischen Theorie und Praxis...?
- Brücken zwischen pre- & in-service...?

# 1) Vorüberlegungen: TCs und Lehrer:innenbildung

- Erwähnte Kontexte

- Lehrer:innenbildungssyste und -kulturen
- Ausbildungsphasen bzw. Theorie-Praxis und Akteursfelder
- Domänen professionellen Wissens (Fachbereichen) CK-PCK-PK
- ...

- Ebenen und Ansätze

- **Rahmenvorgaben zu TCs**
- **Curriculumsentwicklung** (*intended – impl. – achieved?*)
- Integrative **Lehrentwicklungsprojekte** (DBR)
- Interdisziplinäre **Aufgaben-/Projektentwicklung**
- Kooperation mit externen Institutionen (analog, virtuell)
- Multiprofessionelle **Communities of Practice**

**Constructive  
alignment?**

(Renkl, Mandl & Gruber, 1996; Thonhauser, 2008; Ralle et al., 2014; Garritus, 2015)

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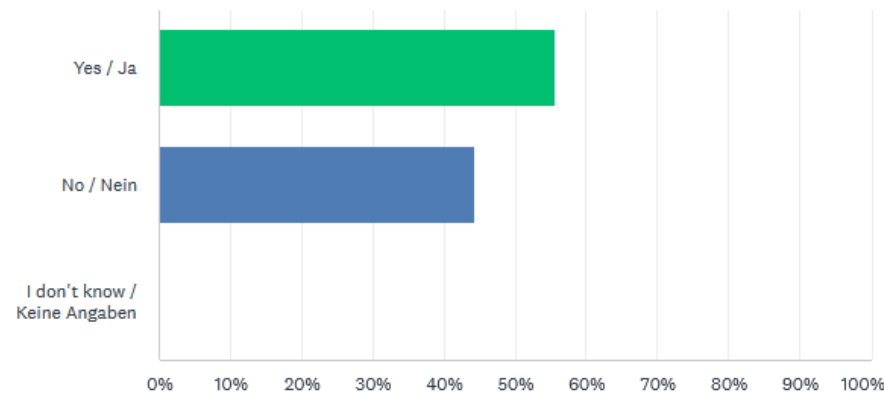
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## 2) Questionnaire findings at a glance...

*Q11: Have you or your colleagues received or given training or participated in professional development that focuses on transversal competences?*

Answered: 27 Skipped: 3



ANSWER CHOICES	RESPONSES
Yes / Ja	55.56% 15
No / Nein	44.44% 12
I don't know / Keine Angaben	0.00% 0

To view all results: <https://de.surveymonkey.com/results/SM-PGCFF5SJ9/>

TK wurden zwar angesprochen, allerdings wenig differenziert thematisiert. Meist blieb es bei einer allgemeinen Einführung in das Thema und der Fokus lag eher auf fachlichen/sprachlichen Kompetenzen.

From the project Skola2030. Our school was the approbation school and the staff were engaged into seminars and workshops for at least two years. Now I am working in Skola2030 myself and learning by doing.

The Finnish National Agency for Education offered several webinars during last year, when all upper secondary schools wrote their own parts of the curriculum. Some of these webinars focused on transversal competences, where the educators answered questions from the teachers and gave examples on what to think about when writing the curriculum locally/regionally.

I regularly organize training for the ESL teachers of schools and Universities, for subject teachers at different schools and universities, for university professors on systemic thinking, time management, how to integrate EDC/HRE in language education.

Ich habe zur Kompetenzorientierung Fortbildungen im Rahmen des Slowenischen Schulamts gemacht, aber auch auf Konferenzen produkt orientierte Arbeit im DAF-Unterricht vorgestellt.

- training with the FL working groups for curriculum development for lower secondary education on the EU key competences for LLL (the curriculum was approved by the Romanian Ministry of Education in 2017) - training with regional trainers to support implementing the new key competences based FL curriculum in the Romanian schools (the training support materials are at the core of a methodological guide for FL teachers pending publication by the Romanian Ministry of Education).



# 3 a) Germany - BW

- Föderales System
- Kulturhoheit der Länder (Art. 30 GG)
- Lehrer:innenbildung – Ländersache, mit Rahmenvorgaben durch die KMK
- Für TCs in der Lehrerbildung KEINE nationalen Vorgaben (punktuell, nicht systematisch)





# Germany – e.g. BW

- Nationale Standards und Empfehlungen für die Lehrerbildung (KMK, HRK)
- Regionale Rahmenvorgaben für die Lehrer:innenbildung
  - Rahmen-VO KM, Baden-Württemberg
  - LPO Bayern
- Lokale Prüfungsordnungen und Studienpläne
- (Einfluss durch nationale/regionale Förderprogramme)



**Ländergemeinsame inhaltliche Anforderungen  
für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung**  
(Beschluss der Kultusministerkonferenz vom 16.10.2008 i. d. F. vom 16.05.2019)

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# Germany – e.g. BW

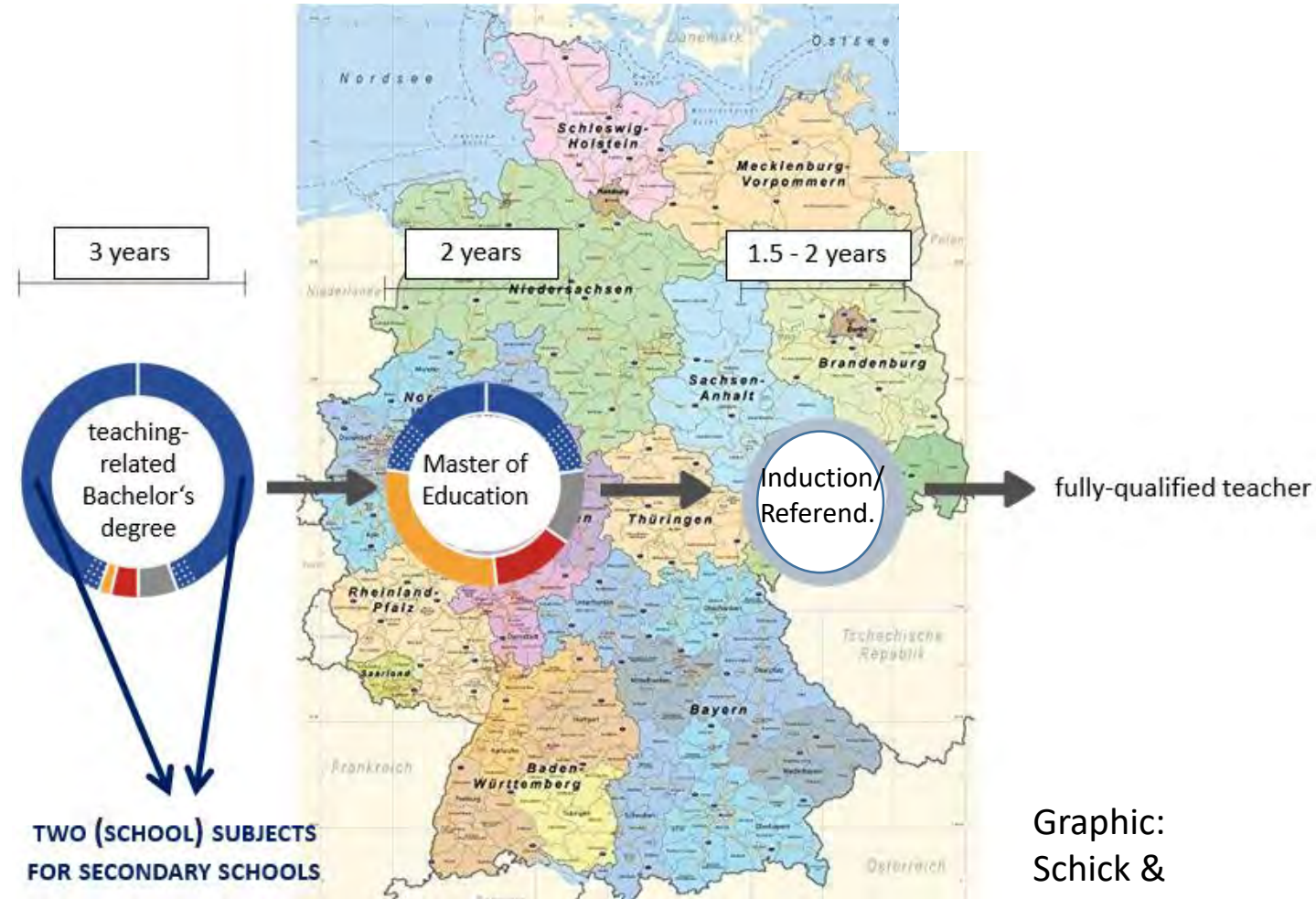
- Nationale Charakteristika

- Duales System:  
Studium + praktische Phase (VD, Ref.)  
(5 Jahre + 1 ½ oder 2 Jahre)
- Schulartenspezifische Programme
- Für Sek.: Mind. 2 Fächer

- Regionale Charakteristika

- Je nach BL 5-jähriges  
Programm mit Staatsexamen  
oder B.A./M.Ed. nach Bologna

- Lokale Charakteristika



Graphic:  
Schick &  
Rosen, 2020.



# Rahmen-Vorgaben BW

- Sieben „Querschnittskompetenzen“ (<-> „Leitperspektiven“/BP)
- Unterschiede in Terminologie und Priorisierung nicht nur zwischen, auch in den BL

Rechtsverordnung des Kultusministeriums über Rahmenvorgaben für die Umstellung der allgemein bildenden Lehramtsstudiengänge an den Pädagogischen Hochschulen, den Universitäten, den Kunst- und Musikhochschulen sowie der Hochschule für Jüdische Studien Heidelberg auf die gestufte Studiengangstruktur mit Bachelor- und Masterabschlüssen der Lehrkräfteausbildung in Baden-Württemberg (Rahmenvorgabenverordnung Lehramtsstudiengänge – RahmenVO-KM)  
Vom 27. April 2015

## § 6 Lehramt Gymnasium

(1) Der Studienumfang für das Lehramt Gymnasium wird allgemein wie folgt ausgewiesen:

Lehramt Gymnasium	ECTS-Punkte
2 Fächer, davon jeweils	insgesamt 218
Fachwissenschaft	insgesamt 188
	je Fach mindestens 90
Fachdidaktik	je Fach 15
Bildungswissenschaften	45
Schulpraxissemester	16
Bachelor-/Masterarbeiten	21
Summe	300

(4) Das Studium ist ausgerichtet auf die Erfordernisse der Bildung und Erziehung von 9- bis 19-jährigen Schülerinnen und Schülern, die zur Studierfähigkeit führen. Der Entwicklung der personalen Kompetenzen wird besondere Bedeutung beigemessen. Angesichts der heterogenen Lerngruppen in den Schulen nehmen die Kooperation mit den Eltern, die Entwicklung der interkulturellen Kompetenz sowie der Diagnose- und Förderkompetenz insbesondere im Hinblick auf integrative und inklusive Bildungsangebote einen hohen Stellenwert ein. Querschnittskompetenzen sind in der Vermittlung von Deutsch als Zweitsprache, in der Medienkompetenz und -erziehung, der Prävention, der Bildung für nachhaltige Entwicklung, im Umgang mit berufsethischen Fragestellungen, der Gendersensibilität und in der Fähigkeit zur Teamarbeit zu sehen. Sie sind angesichts ihrer übergeordneten Bedeutung in den Bildungswissenschaften und allen Fächern zu verankern. Es werden vernetzte Kompetenzen in Fachwissenschaft, Fachdidaktik und schulpraktische Studien angestrebt.

Think tank: Transversal competences in foreign language education  
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



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# Kontext: 5 Jahre Studium + 1 ½ Jahre Referendariat

## Hochschulstudium (Hochschule):

1. wissenschaftliches Hauptfach	2. wissenschaftliches Hauptfach	Lehramtsspezifische Anteile
Fachwissenschaft 17 ECTS-Pkt.	Fachwissenschaft 17 ECTS-Pkt.	Bildungs- wissenschaften 35 ECTS-Pkt.
Fachdidaktik je Fach 10 ECTS-Pkt.	Fachdidaktik je Fach 10 ECTS-Pkt.	Schulpraxissemester 16 ECTS-Pkt.
Masterarbeit (in einem der beiden Fächer oder in Bildungswissenschaften) 15 ECTS-Pkt.		

Erweiterungsfach
Ergänzendes Masterstudium im Umfang von 90 oder 120 ECTS-Pkt.

## + Referendariat (Seminar/Schulen):

	Year 1								Year 2											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	
	1st training period								2nd training period				3rd training period							
teaching			co-teaching						own-account teaching											
seminars		continuum							continuum											
further training	1st module		2nd module			3. Mod.							4th module							
exams						Schulrecht			written work				Teaching exams			Oral exams				

Graphic:  
Schick &  
Rosen, 2020.

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# Praxisbeispiele

## School of Education/Hochschulebene:

- Tag der Lehre „Querschnittskompetenzen in der Lehrerbildung“ 2022
- ÜSB-Bereich „Übergreifender Studienbereich“ im Lehramt
- Ringvorlesungen

## Fakultäts-/Fachbereichebene:

- Seminare zu Transversalen Kompetenzen
- Interdisziplinäre Tandemseminare
- Kooperationen mit externen Institutionen (eTwinning u.a.)

B.A. und M.Ed. Romanistik Spanisch (6 + 4 Sem.)		B.A. und M.Ed.					VD
		B.A. 1	B.A. 2	B.A. 3	M.Ed. 4	M.Ed. 5	
Schulpraxis (OSP + ISP)	16						
BiWi	35						
Fachdidaktik	5+10						
Fachwissenschaften (SprWi, KuWi, LitWi, SP)	75 + 17						

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# Praxisbeispiel I:

- Hochschultag zu Querschnittskompetenzen in der Lehrer:innenbildung
- Impulsvorträge, *Science Slam*
- Fachbezogene und fachübergreifende *good practice examples*
- Einrichtung einer hochschulinternen Plattform zu Materialaustausch und Vernetzung
- Anschlussveranstaltungen, Aqs
- USB-Anschluss

09:30 - 10:30 Uhr		Begrüßung, Einführung und Science Slam							
Slot 1 (10:30 - 12:00 Uhr)		12:00 - 13:00 Uhr		Slot 2 (13:00 - 14:30 Uhr)		14:30 - 15:00 Uhr		Slot 3 (15:00 - 16:30 Uhr)	
Slot 1a (10:30 - 11:15 Uhr)		Slot 1b (11:15 - 12:00 Uhr)		Slot 2a (13:00 - 13:45 Uhr)		Slot 2b (13:45 - 14:30 Uhr)		Slot 3a (15:00 - 15:45 Uhr)	
Berth, Sabina Zukunft Schule - Potenzialentfaltung ermöglichen, die Schüler*innen im Schulalltag mit eigenen Ideen beteiligen		Amorocha, S. / Berner, H. / Goltz, B. / Holder, F. / Pfeiffer, G. „Ah cool, die gute Java“ – Gespräche als interaktionale Lernprozesse		Berner, Hannah / Gottschlich, Simone Toleranz und Akzeptanz von Vielfalt – interkulturelle Kompetenzen stärken		Chatel, Anna / Tramirowsky, Nadine / Rebecca Klein Anleitung zur Entwicklung eigener interaktiver mobiler Exkursionen		Clossé, Charlotte / Conrad, Johannes / Piaolo Armina Lernorte nutzen und (mit)gestalten	
Beckstein, Anja / Cordi, Leona / Fritzsche, Bettina / Isaak, Johanna / Pernsel-Maier, Sabine / Seehaus, Jimmy / Schreck, Doris / Steiner, Anne Gendersensibilität als Querschnittskompetenz in der Lehre an der PH Freiburg, status quo und quo vadis?		Gallner-Ketta, Gundel / Kangas, Britta Inklusion und Heterogenität in der beruflichen Lehrer*innenbildung		Pernsel-Maier, Sabine Querschnittskompetenzen in den Studiengängen der kath. Theologie		Hoppe, Tobias / Schweld, Jonas Medienformat Podcast als mögliches Lehr- und Lernmedium			
Bender, Ute Werte und Emotionen im Kontext einer BNE		Bochstein, Anja / Cordi, Leona / Degenhardt, Marion Basiszertifikat Hochschuldidaktik im Kontext diversitätssensiblen Lehrens und Lernens – Überblick über das Qualifizierungsprogramm und exemplarische Einblicke in die Arbeitsweise		Gerdies, Jürgen Demokratiebildung als Querschnittsthema					
Henning-Kahmann, Jan Studentische Bedarfe an medienbezogenen Lehrkompetenzen im Lehramtsstudium		Humpert, Layla / Hambrecht, Annika Stärkung der Gesundheitskompetenz durch digitale Lernmodule		Öhdy, Andrea / Heidecker, Martin Kreative Kompetenz und Europakompetenz in der Lehrer*innen-ausbildung der PH Freiburg		Schmid, Silke / Lietzmann, Charlotte Inklusion der Inklusion in die Lehre...		Müller, Michael Ist-Stand "Querschnittskompetenz BNE" in den PH-Lehramtsstudiengängen	
Eberhart, Siegfried Gekannt vorlesen. Für alle		Brummer, Georg Eckpfeiler einer „heterogenitätsorientierten Hochschule der Zukunft“		Huber, Sonja / Melloni, Karin Informationskompetenz - Einführung in die Literaturverwaltung mit Citavi					
Kalemba, Samira / Neumann, Franziska Digitale Barrierefreiheit: Ain't nobody got time for that?!		Remmele, Bernd / Franke, Jana Projekt „GirThink“ - Einbettung des Kreislaufwirtschaftsdenkens in die Hochschullehre				Bodenbender, Verena / Ohms, Nilantha / Zaki, Katja Global Citizenship [et home]? Potenziale und Ansätze einer Internationalisierung der Lehre.		Schneider, Anna Zum Verleuf und Schutz infantiler Sexualität	
Luong, Minh Tam und Studierende der PH Freiburg Theorie und Praxis von kollegialer Beratung in pädagogischen Kontexten		Frei, Artur / Rowson, Hanna / Löffler, Manika Schwarze Kacheln: Die digitale Leere		Kalkavan-Aydin, Zeynep / Balzer, Jochen DaZ in allen Fächern unter Berücksichtigung von Mehrsprachigkeit					
Majocchi, Manuel Demokratiebildung durch Literaturunterricht im Fach Französisch in der Sekundarstufe		Schlicht, Juliana Ich bin ein_e Entdecker_in! – Mit Hilfe digitaler Medien das Forschen lernen							
Textor, Markus Über Gangsta-Rap pädagogisch sinnvoll reden		Grimmhauser, Anna / Köpfer, Andreas / Singmund, Hanna Inklusion und DaZ im Querschnitt lehren und lernen		Riedl, Hermann Josef / Ourghi, Abdel-Hakim Interreligiöser Dialog - Vielfalt in Akzeptanz und Toleranz					
				Grundmeier, Anne-Marie Bildung für Nachhaltige Entwicklung (BNE) und Design Thinking im Kontext der weltweiten Textilwirtschaft		Schmid, Silke / Lietzmann, Charlotte Inklusion der Inklusion in die Lehre...			
				Hinz, Felix Historisch-politische Mythen im schulischen Unterricht					
				Kulovics, Nina Projektorientierte Unterrichtsformen (DoF/FLE) zur Schulung sprechlicher, sozialer und transversaler Kompetenzen					
				Textor, Markus Über Gangsta-Rap pädagogisch sinnvoll reden (Wdh.)					
16:30 - 17:00 Uhr		Abschluss							

Think tank: Transversal competences in foreign language education  
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



## Lernen durch gesellschaftliches Engagement: Kooperation zwischen Service Learning und Lehrer\*innenbildung

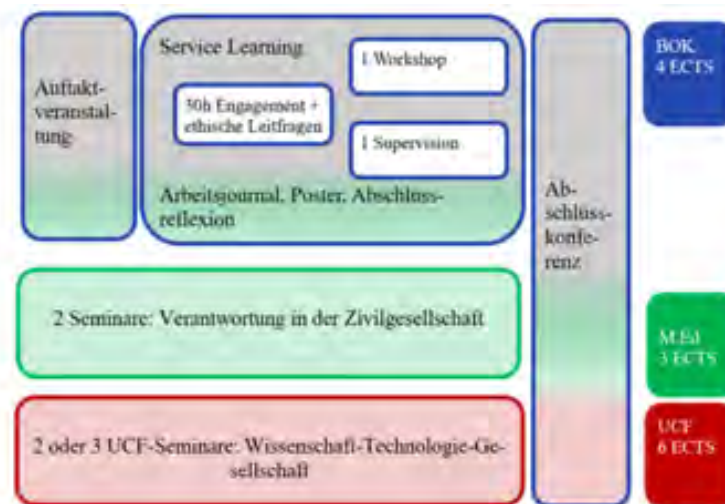
14. Januar 2022 | von Dr. Barbara Skorupinski

Seit dem Wintersemester 2017/18 gibt es ein Service Learning-Angebot am Zentrum für Schlüsselqualifikationen (ZfS) der Universität Freiburg. Begonnen wurde mit dem Einsatzfeld „Migration/Interkulturalität“, nach erfolgreicher Pilotphase kamen sukzessive die Einsatzfelder „Nachhaltigkeit, Umwelt und Life Sciences“ sowie „Demokratiebildung“ und „Digitalisierung“ hinzu. Von Beginn an waren die im Rahmen des Lehramtsstudiums angebotenen Seminare „Verantwortung in der Zivilgesellschaft“ und eine gemeinsame Reflexionsveranstaltung für die Studierenden konstitutiver Bestandteil des Service Learning Formats. Lehramtsstudierende erarbeiten sich zentrale ethische Fragestellungen entlang der Themen der Einsatzfelder und erwerben die Expertise, mit den Service Learning-Studierenden bei der gemeinsamen Abschlussveranstaltung in einen fruchtbaren Austausch zu treten.

Lehrer und Lehrerinnen sind in ihrem beruflichen Handeln unmittelbar mit Verantwortungsfragen konfrontiert. Berufsethische Fragen querschnittlicher Art stellen sich beim Umgang mit (neuen) Medien, bei Themen wie Interkulturalität und Diversität, Bildung zur Demokratie, Bildung zur nachhaltigen Entwicklung und anderem mehr. Dem Studium fällt die Aufgabe zu, die Studierenden für Verantwortungsfragen in ihrem künftigen Berufsfeld zu sensibilisieren und sie zu befähigen, künftig Schüler\*innen zu Autonomie und Mündigkeit zu erziehen, mit dem Ziel, dass diese staatsbürgerliche Verantwortung übernehmen.

Service Learning kann mit *Lernen durch gesellschaftliches Engagement* übersetzt werden. *Service* steht für das ehrenamtliche Engagement in einer Initiative oder einem Projekt, *Learning* für die Rückbindung an akademisches Lernen durch Begleitveranstaltungen wie Workshops und theoriegeleitete Reflexion. Zivilgesellschaftliches Engagement setzt immer auch Vorstellungen von einem guten Leben voraus, für das man sich einsetzt und von Gerechtigkeit. Freiwillige in Initiativen und Vereinen bringen dabei ihre Werthaltungen mit und reflektieren diese im Lernprozess.

# Praxisbeispiel II: Service Learning (vgl. Laura)



Service Learning in verschiedenen Studiengängen

Bereits in der Auftaktveranstaltung am Beginn des Semesters werden die Studierenden des Service Learning mit ethischen Fragestellungen vertraut gemacht, mit denen sie in ihrem Engagement – potentiell – konfrontiert sind. Hierbei eröffnen Leitfragen den Weg zur Reflexion.

In den Seminaren „Verantwortung in der Zivilgesellschaft“ erarbeiten sich die Lehramtsstudierenden zentrale ethische Fragestellungen entlang der Themen der Einsatzfelder. Im Themenfeld *Geflüchtete/Integration* diskutieren sie beispielsweise die Bewahrung bzw. Bewehrung von Landesgrenzen aus philosophischer Perspektive oder setzen sich mit Toleranz und den Rechten von

Minderheiten auseinander. Im Themenfeld *Umwelt und Nachhaltigkeit* stehen unter anderem Umwelt- und Klimaethik sowie Bildung für nachhaltige Entwicklung (BNE) auf dem Programm. Die Studierenden erwerben bzw. erweitern so (ihre) ethische Kompetenz, um später selbst entsprechende Fragestellungen in ihrer Unterrichtspraxis identifizieren und bearbeiten zu können.

Mit den Themenfeldern ist zugleich der Anschluss an den [Leitfaden Demokratiebildung](#) (LFDB) sowie folgende [Leitperspektiven](#) des baden-württembergischen Bildungsplans hergestellt:

- Bildung für Toleranz und Akzeptanz von Vielfalt (BTV)
- Medienbildung (MB)
- Bildung für nachhaltige Entwicklung (BNE)

Die 60 bis 100 Studierenden treffen sich am Ende des Semesters zur gemeinsamen Abschlussveranstaltung. Diese stellt den Rahmen dar, in dem die Studiengruppen voneinander lernen können. Um eine Diskussion auf gleichermaßen hohem wissenschaftlichen Niveau anzustoßen, werden die übergeordneten Themen durch Vorträge externer Referent\*innen eingeführt.



# Praxisbeispiel III: M.Ed. Seminar

## *Las TIC y competencias transversales...*

- **Bewusstseinsmachung und Input:**  
Rahmenpapiere, Curriculum, Diskussion von TCs, Leitperspektiven
- **Projektorientierte 4C/ID-Arbeitphase:** Inhalts- und kompetenzorientierte Einheiten zu TCs/LPs im gymnasialen Spanischunterricht
- **Externe Impulse** (Gastvortrag M. Byram, e-twinning-Schulung, Chat der Welten)
- **Erprobung und Evaluation der Einheiten im folgenden Praxissemester** (WiSe 2021/22)

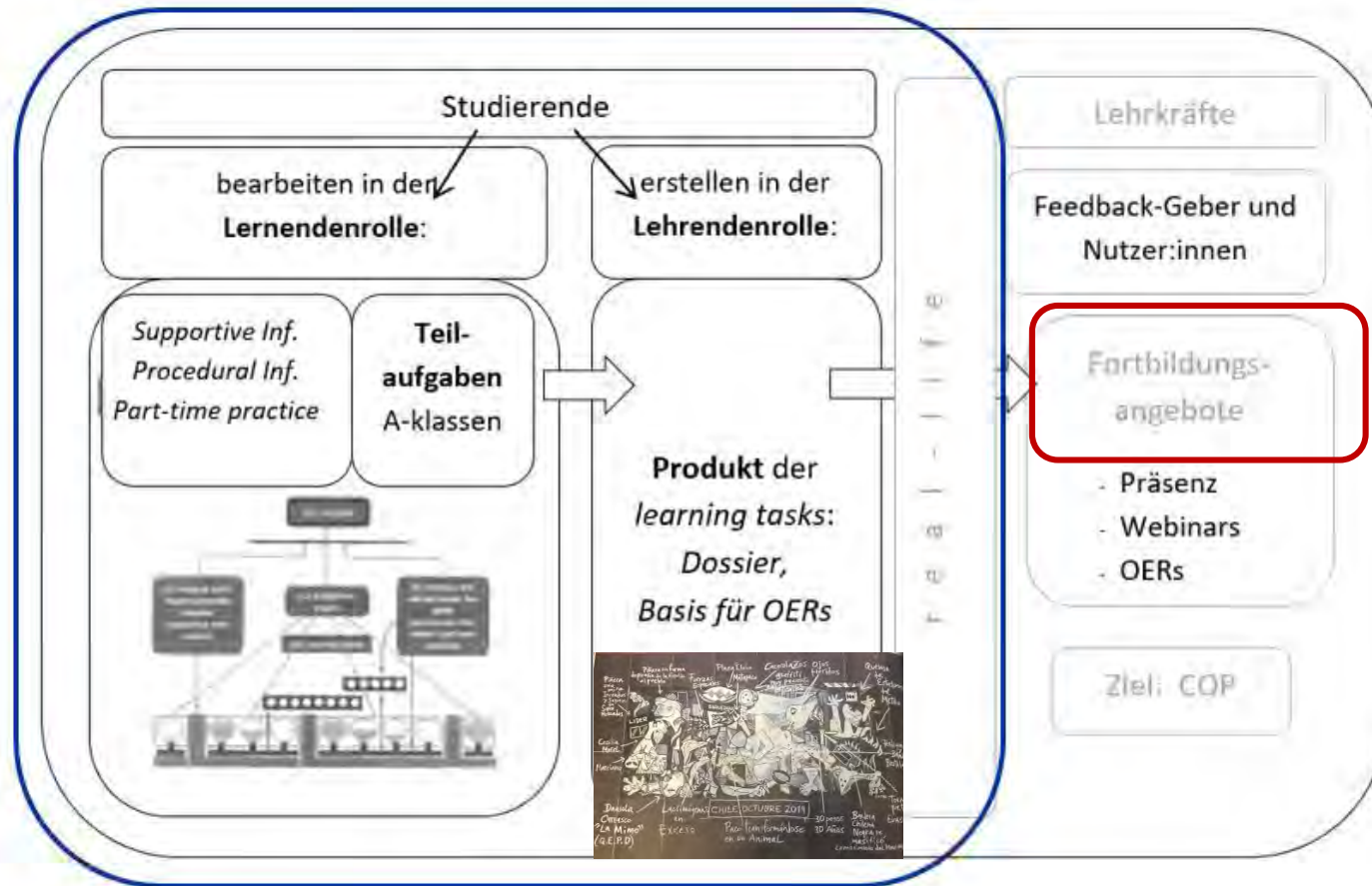
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# Praxisbeispiel IV: M.Ed. Seminar

## *Erinnerungskulturen/-literaturen im FSU...*



- Interdisziplinäres Tandem-Seminar
- Projektorientierte 4C/ID-Format
- Fachwissenschaftliche und fachdidaktische Perspektiven auf Förderung von LPs wie **Demokratiebildung durch Arbeit mit Erinnerungskulturen/Gedächtnismedien**
- **Zusammenarbeit mit externen Institutionen** (*Museo de la Memoria Histórica, Santiago, Chile u.a.*)
- Erarbeitung von Dossiers (Kursprodukt der Studis) -> **OERs für Lehrkräfte**



# 3 b) TC in Teacher Education in: Canada

## Community Service Learning (CSL) program

Did you know that you can replace course assignments with professor-approved volunteer placements?

The CSL program involves credited learning experiences as part of a course. If CSL is available for your class, you can take part in structured volunteer activities that meet a community need. Then, you can engage in critical reflection on what you've learned, to increase your understanding of the class material and your field of study.

### Benefits

- everyday situations
- standing of class content through practical experience
- e by getting involved in the community

# 3 b) TC in Teacher Education in: Canada

## Official Languages and Bilingualism Institute

Official Languages and Bilingualism Institute / Spotlight on our students

About ▾ Programs and Courses ▾ Centre for Language Learning ▾ Research Language Assessment Partnerships ▾ Resources


**i** COVID-19: Last Update – January 19, 2022, 1:00 pm

### Spotlight on our Students

#### French Enrichment through Community Engagement

The showcase highlights bilingualism and the student experience in French-learning. Through short video vignettes, FSL students deliver compelling stories that highlight the connections between their academic learning, personal growth, and their experiences through community engagement or in the world of work.

Explore these vignettes that celebrate the commitment of OLBi students who, through their academic career, stand out for their linguistic curiosity and their sustained efforts to improve their second official language.



L'enrichisseme...

Gwendoline Manique




L'enrichisseme...

Simaya Rosenbloom



L'enrichisseme...

Angelique Jeanty



L'enrichisseme...

Neeka Yousefi



### 3 c) TC in Teacher Education in: **Finland**

- Class teacher education (120 cr) accommodates a unit of 5 cr in TC's and phenomenon-based teaching
- Subject teacher education: Pedagogical studies 60cr (subject didactics+research seminar (25), pedagogical studies=15cr, practice = 20 cr)
- TC's as learning content (National Core Curriculum for Basic Education, 2014; ... for Upper secondary education, 2019)
- Topics on lectures and related seminars of language didactics
- A sub-unit dedicated to TC's in the autumn
- Practical implementation in the practice periods

## Examples of unit plans including TC's (student ideas in autumn 2021)

Stage	Title	Subjects involved
Basic education (13-15 years)	Welcome to the Roman empire in 320!	FL, science, history, religion
Upper secondary	Sustainable energy	FL, ethics education, ICT, physics, math
Vocational education	Bon appetit!	FL, law, antropology, education
Upper secondary	If I were someone else – transversal module for multicultural education	Finnish language and literature, Finnish as a second language, FL, religion and ethis education
Upper secondary	Climate change in cross-light	English, Spanish, German, science
Preparatory teaching for basic education for immigrant students	Multilingual handicraft	Finnish, Swedish, handicraft

Think tank: Transversal competences in foreign language education  
 Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



# 3 d) TC in Teacher Education in: **Norway**

Think tank: Transversal competences in foreign language education  
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



8-9 February 2022  
8. 9. Februar 2022

# Transversal Competences

## Teacher Education

### Østfold College University (HiØ)

### Halden, Norway





# The Center for English and Foreign languages in Education



National  
resource  
centers in  
Norway

## Resources and **teacher** development for English and foreign languages

- Practicing teachers.
- Student teachers.
- Teacher educators.
- Local educational and psychological counseling services.
- Kindergarten to university level.



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# White paper 2015 - The school of the future

## Future competences needed for Norwegian pupils:

- Subject-specific.
- Learning strategies.
- Social strategies- communication, cooperation, and participation.
- Research/experiment and creativity.



# Current National Reforms for Practicing Teachers

- Individual Teacher Development.
  - Subject requirements increased.
  - Required college credit.
- Decentralized Professional Development School-based.
  - Curriculum implementation.
  - Interdisciplinary teaching and learning.
  - Inclusive education practices.





# Teacher certification in Norway- 23 institutions

Program	Study	Description	Placement days
Class teacher 1-7, 5-10	5years	Integrated masters, 2-4 subject specialties	110
Subject teacher (FL) 8-13	5 years	Bachelor + Masters 2 subject specialties	100
Alternative Licensure – Academic subjects 8-13	5 + years	Masters + 1 year pedagogy	60
Alternative Licensure – vocational subjects 8-13	5 + years	Masters (or other relevant vocational experience) + 1 year pedagogy	60
Vocational teacher	3 years	Bachelors, integrated pedagogy	70

# Centralized Framework for Teacher Education

The students shall be able to ...

- carry out ethical assessments and facilitate the individual child / **individual's development** and learning.
- develop both professional and **relational competence**.
- contribute **to innovation processes** related to the school's activities and facilitate the involvement of local **working, social and cultural life** in the education.
- analyze, adapt and apply **current curricula**



# Storyline in Teacher education

7 disciplines 9 teachers

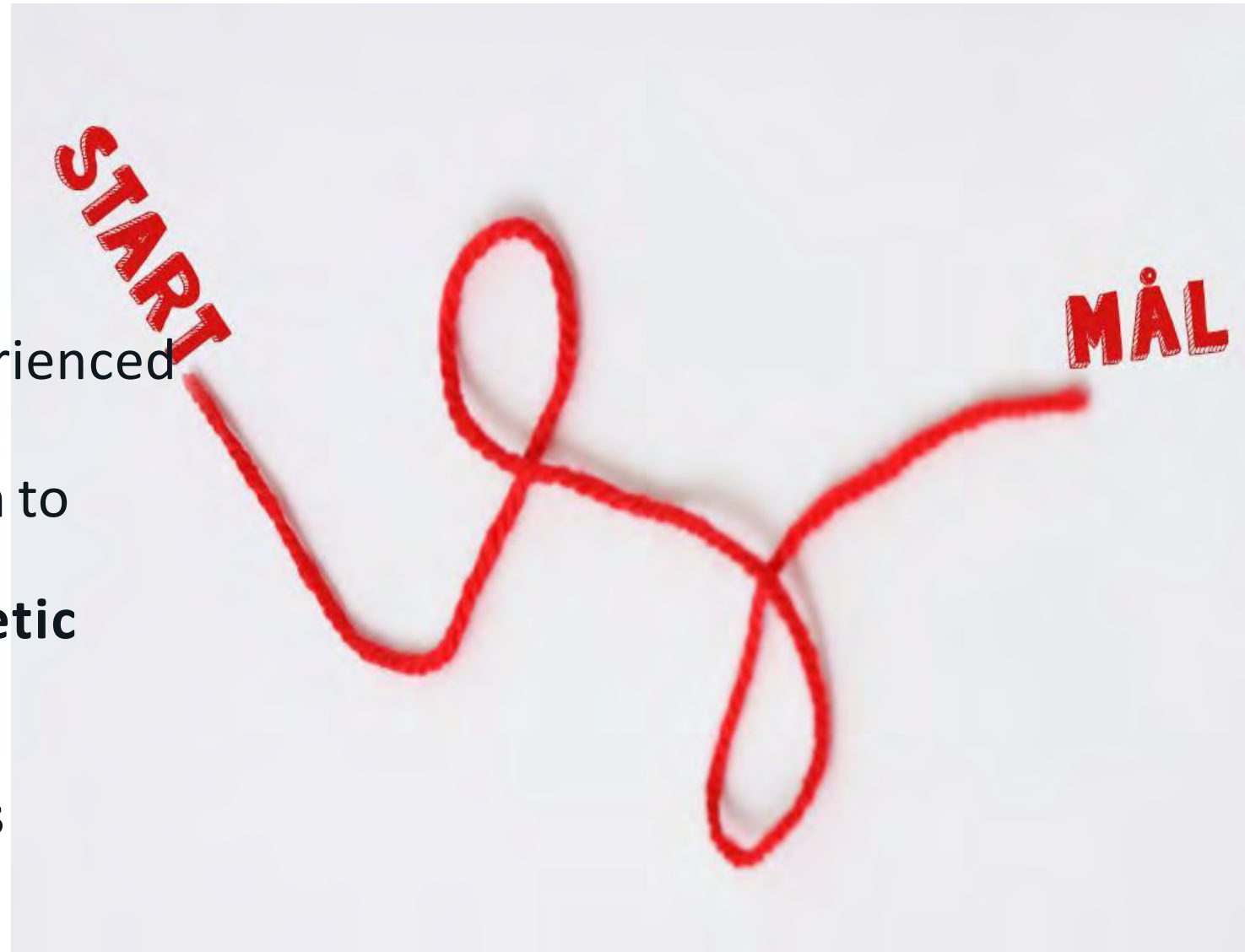
Financially, (and) emotionally supported  
by Administration

All student teachers at HiØ  
both 1-7 and 5-10 teachers



# What is STORYLINE?

- Teaching through an experienced narrative
- Interdisciplinary approach to complex issues
- **Collaboration and aesthetic experiences**
- Teaching and learning **transversal competences**





In Storyline, the learning process is centered around an ongoing developing narrative.



Bilder: Lisa Aisato

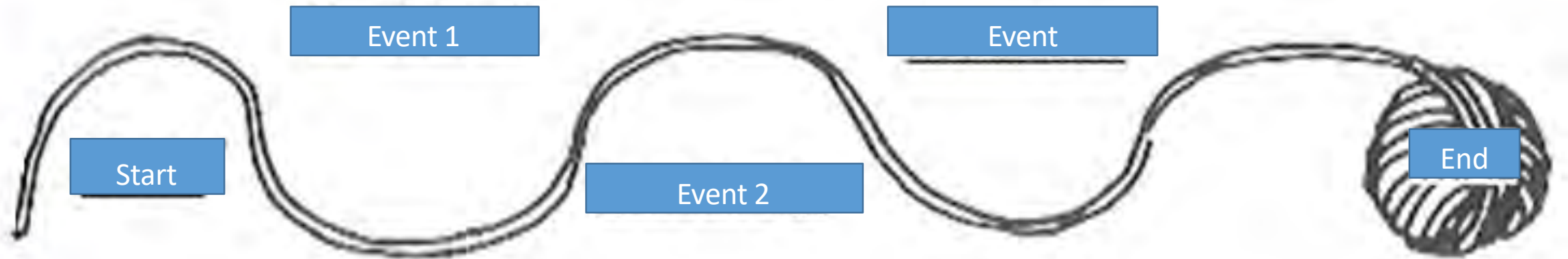
# Thematic framework/setting and characters:

---





# Events/Plot



# Key Questions and Subject loops

What sounds do you think can be heard in a forest?

What do you need to be happy?

What makes up a family?

Who are you in this society?



How can you develop your own budget?

How do you write a letter to the editor?

Moves the story along...



# Students are in interdisciplinary groups





# Focus on early literacy «Fairytale land»

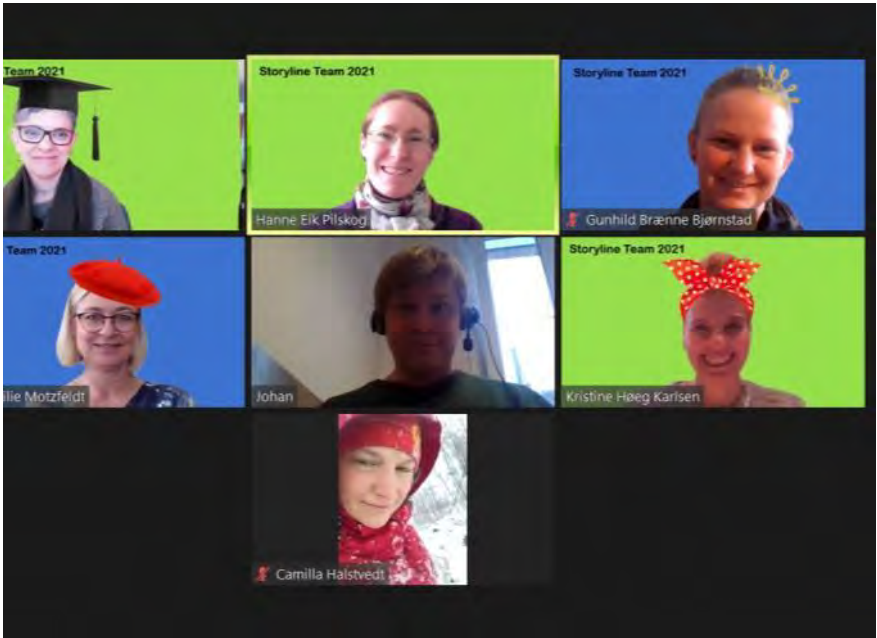




# Focus on sustainable development







# Personer i samfunnet

<p> <b>Navn:</b> Arnfinn Marx Knudsen  <b>Kjenn:</b> Mann  <b>Alder:</b> 48 år  <b>Sivilstatus:</b> Gift  <b>Fødested:</b> Kjeften- Sykehus  <b>Yrke:</b> Anleggsarbeider  <b>Bøforhold:</b> Resirkulerbart hus         </p>	<p> <b>Navn:</b> Fjotulf Kjeftstad  <b>Kjenn:</b> Mann  <b>Alder:</b> skakke spørre om sånt  <b>Sivil status:</b> bonde med benefits  <b>Fødested:</b> Kjeften kommune         </p>	<p> <b>Navn:</b> Jo-Alfred Gunnvildsen  <b>Kjenn:</b> Mann  <b>Alder:</b> 42  <b>Sivilstatus:</b> Skill  <b>Fødested:</b> Kjeften  <b>Yrke:</b> Fisker  <b>Bøforhold:</b> Skuta         </p>
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# 2021 Covid Digital Storyline



# Teacher development workshops



Storyline, Sustainability, resilience

- Teacher Professional Development
- International collaboration: Slovenia, Finland, Sverige
- Research projects



Erasmus+



# Challenges and Rewards







# 3 e) TC in Teacher Education in: **Latvia**

Think tank: Transversal competences in foreign language education  
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



8-9 February 2022  
8. 9. Februar 2022



# Education of Foreign Language Teachers in Latvia

Dita Lapiņa – Latvia

(expert in the national Competence-based project: School 2030; teacher of English, head of Foreign Language Department at Rīgas Valsts  
3.ģimnāzija (Riga State Gymnasium No.3))

# Becoming a teacher

- **«Regular»**

- 4 years
- The main subject (in all 3 levels: general, optimal, higher) + 1 additional subject (general level)
- ~ 11 budget places
- Some aspects of competence based approach included
- Mostly becomes a teacher when working at school

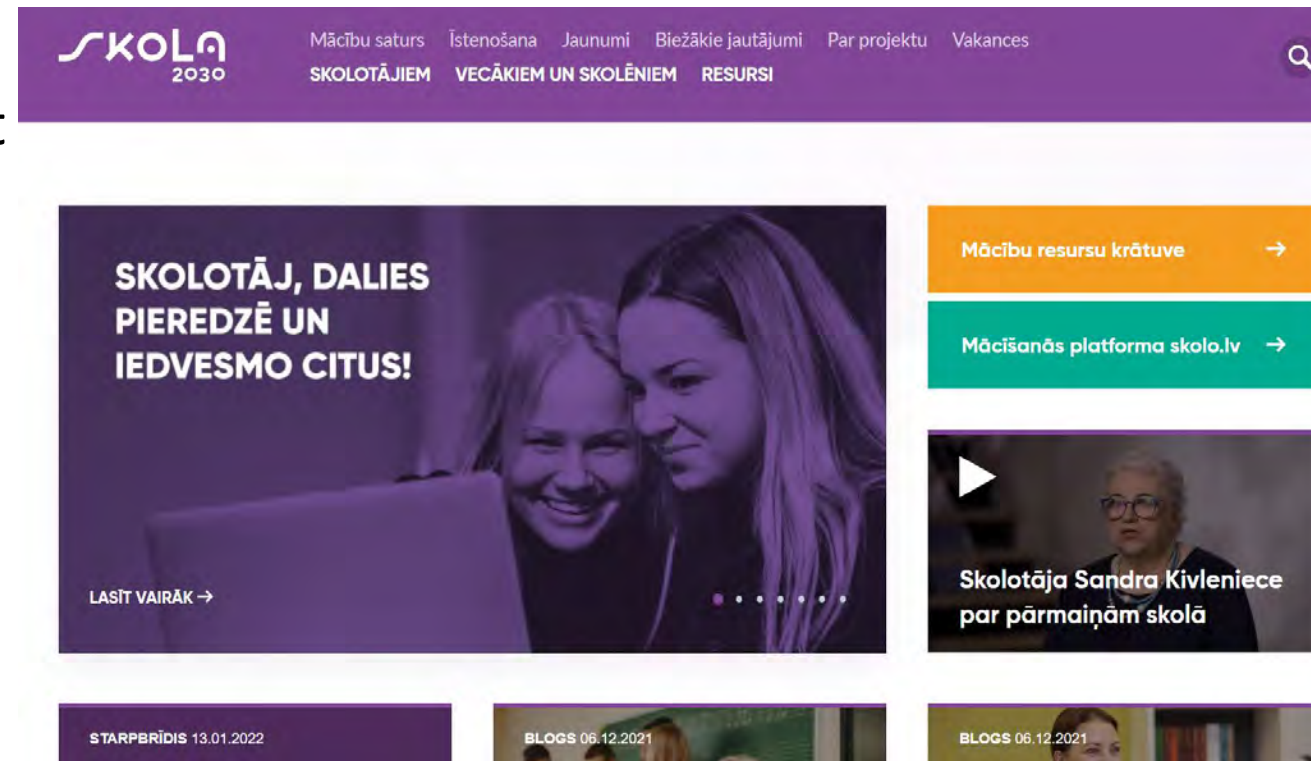
- **«Mission: Possible»**

- Your existing degree + 1 year (pedagogy) = a teacher
- Free of charge
- Content is more up-to-date (competence based approach)

# Project: School2030

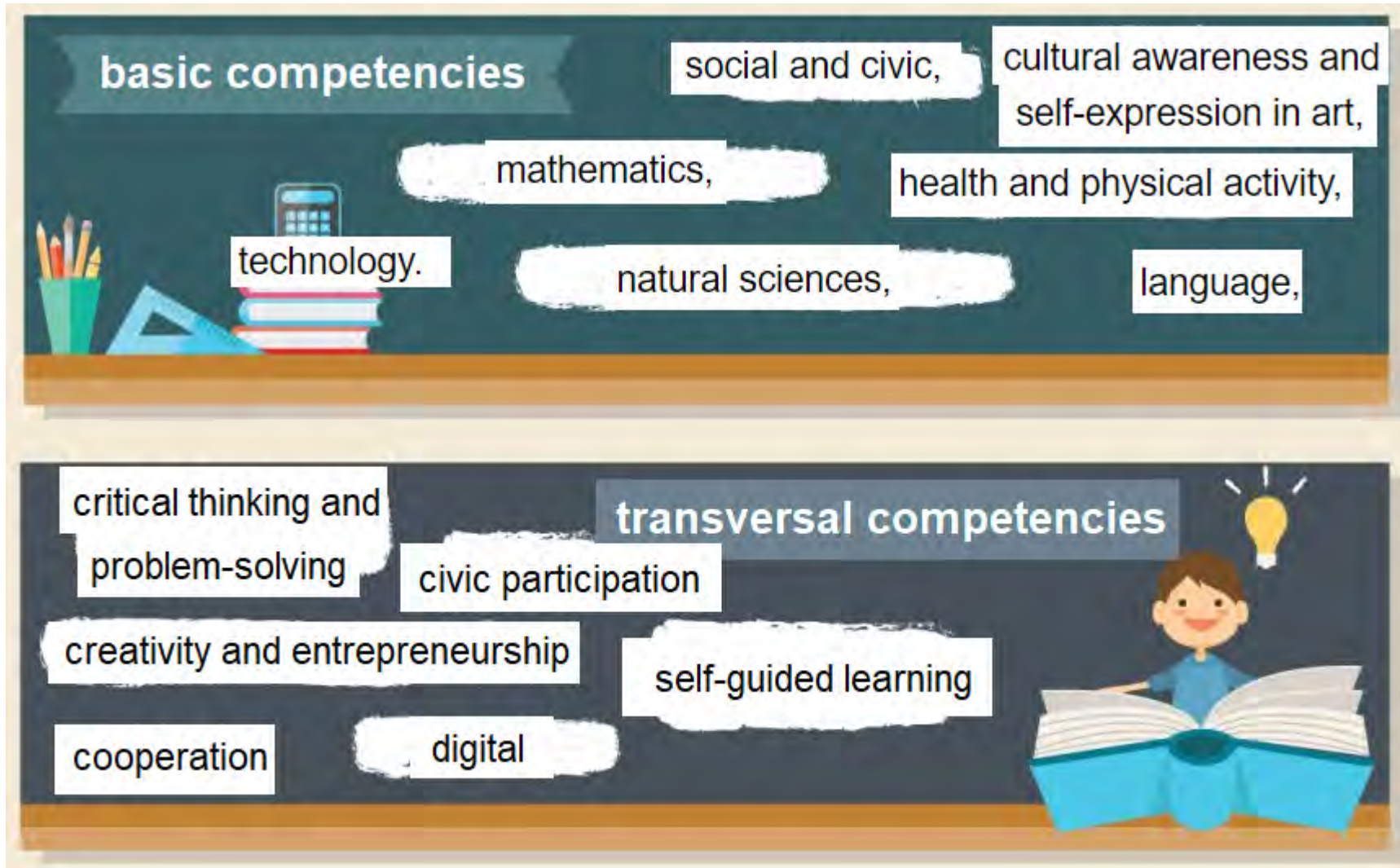
## Why?

- The aim is to make learning relevant, to avoid duplication and to develop content from pre-school to secondary school.
- from passive learning and memorization to an active cognitive process under the guidance of a teacher;
- linking the knowledge and skills acquired at school to real life;
- acquiring values, attitudes and general skills so that the student knows how to deal with unprecedented situations.





# Project: School2030



	languages	Matemātikas	Dabaszinātņu	Sociālā un pilsoniskā	Kultūras izpratnes un pašizpaušmes mākslā	Veselības un fiziskās aktivitātes	Tehnoloģiju
critical thinking	x	x		x			
Problēm- risināšana		x	x				x
Jaunrade un uzņēmējspēja					x		x
Pašvadīta mācīšanās		x	x		x	x	
cooperation	x			x	x	x	
Pilsoniskā līdzdalība			x	x			
digital skills	x						x



# How to develop critical thinking skills and cooperation in foreign languages

- Critical thinking - by analyzing and evaluating various types of information and situations, researching problem situations related to language learning or the language system itself and offering simple or complex solutions, determining the open and hidden intention of the author of the text, substantiating opinion and argumentation.
- Collaboration - by offering topics and encouraging tasks to think about communication as a basis for successful collaboration. Pupils express their thoughts, feelings and opinions according to the communication situation orally and in writing: to find out and give information, to express emotions and build relationships, as well as listening to others and addressing language issues together in a group.

# Implementation timeline

✓ 2019 / SEPTEMBRIS

**Kindergartens**

✓ 2020 / SEPTEMBRIS

**Forms 1, 4, 7, 10**

✓ 2021 / SEPTEMBRIS

**Forms 2, 5, 8, 11**

🕒 2022 / SEPTEMBRIS

**Forms 3, 6, 9, 12**



# Project: School2030



## What changes for the teacher?

- New curriculum, programmes, exams, evaluation criteria
- Less is more
- Focus on transversal competencies (knowledge, skills, attitude, values)
- Creative, problem-solving tasks (SOLO taxonomy)
- Tasks at different difficulty levels (individual approach)
- Cross-curricular links

## What changes for the students?

- Everything starts with an aim
- Individual approach
- Promoting independence and responsibility
- In-depth learning. Not getting ready-made answers
- From short-term to long-term memory
- Not focusing on marks and exams, but on real life
- Acquiring transversal competencies

# Support for teachers, parents and others

- <https://www.skola2030.lv/lv/par-projektu>
- Q&A
- Conferences
- Seminars
- Webinars
- Consultations
- Project webpage
- E-resources:
  - Youtube channel
  - Video lessons
  - E-courses and materials

How will the student's daily life in the classroom change?



How will it be possible to pay attention to each child if there are as many as 30 students in the class?



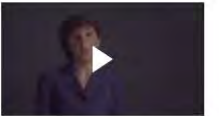
LEARNING APPROACH

Why are curricula now developed in seven learning areas?



LEARNING APPROACH

What are the frequently mentioned "competencies" and "skills"?



LEARNING APPROACH

How will learning in schools change?



TRAINING ORGANIZATION

How can a teacher prepare for lessons with an individual approach?



FOR A STUDENT

How will students be able to change schools if programs differ?



LEARNING APPROACH

Are similar content changes happening elsewhere in the world?







Q



Augšupielādes ▶ [ATSKANOT VISU](#)



Vizuālā māksla pirmsskolā  
un sākumskolā | Vebinārs

Vebināri par programmu paraugiem pamatskolā un vidusskolā



Padzīlino kursu programmu  
paraugi vidusskolā | Vebināru...

**Vebināri. Mācību priekšmetu  
pamatkursu programmu paraug...**

Vebināri. Mācību priekšmetu  
programmu paraugi...

Skola 2030

SKATĪT VISU ATSKAŅOŠANAS  
SARAKSTU

## Skola2030 konferences



Konference "Logos: tehnoloģijas  
labākai izglītībai" [2021]  
Skola 2030  
SKATĪT VISU ATSKANOŠANAS

Konference "Skola katram bērnam" [2020]  
Skola 2030  
SKATĪT VISU ATSKANOŠANAS

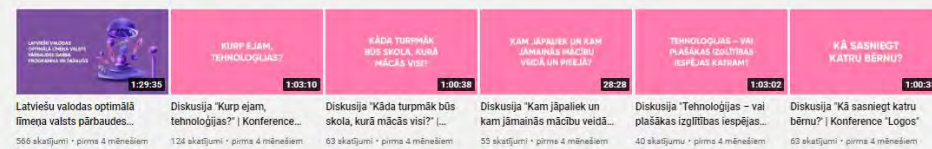
Konference "Pasaule skolā -  
skola pasaulē" [2019]

Konference "Darbojos, izzinu mācos ar prieku!" [2019]

Konference "Lietpratība  
pamatizglītībā" [2018]  
Skola 2030  
SKATĪT VISU ATSKANOŠANAS

Konference "Lietpratība  
SĀKUMizglītībā"

# Youtube channel



# Resources – project webpage

## Field of language learning

- **Latvian language I:** <https://mape.skola2030.lv/materials/496> (webinar: <https://youtu.be/ze3VqSV1osg> );
- **English** (Foreign Language I): <https://mape.skola2030.lv/materials/234> (webinar: <https://youtu.be/zyypZqcDa3I> );
- **French** (Foreign Language I): <https://mape.skola2030.lv/materials/232> (webinar: <https://youtu.be/zyypZqcDa3I> );
- **German** (Foreign Language I): <https://mape.skola2030.lv/materials/233> (webinar: <https://youtu.be/zyypZqcDa3I> );
- **Russian language** (Foreign language I): <https://mape.skola2030.lv/materials/373> (webinar: <https://youtu.be/YqnBgPwtryY> );
- **Minority language and literature** : <https://mape.skola2030.lv/materials/572> (webinar: [https://youtu.be/n\\_GMnSn1FpQ](https://youtu.be/n_GMnSn1FpQ) )



# E-courses/materials: Skolo.lv <https://skolo.lv/>

SKOLO.LV



**MĀCĪŠANĀS  
PLATFORMA**

Izzini, darbojies, vērtē, dalies un  
sadarbojies! Vide ikdienas mācību  
procesa īstenošanai – kā klātienē,  
tā attālināti un kombināti

Entrance for students and teachers

Log in with your username and password



**Learn more**

What is the learning platform skolo.lv? What will it give to the teacher and the student? How to implement it in an educational institution?

View



**Sample e-  
courses**

Get acquainted with e-course samples developed by Skola2030 experts for student learning and teacher support!

View



**Try it out**

Log in to skolo.lv, using the username 'skolotajs' and the password 'Demo-Skolotajs1', and try the learning platform yourself!

More






**Apply for  
school**

We invite school leaders to apply to their educational institution for the use of the learning platform by filling in the application form!



# skolo.lv | Learning platform

-  Instructions
-  User Support Forum (LAF)
-  Available e-course samples

## My courses


 <p>English</p> <p>English for 1st grade</p>	 <p>English</p> <p>English for 4th grade</p>	 <p>English</p> <p>English for 7th grade</p>	 <p>High school</p> <p>English I</p>
<a href="#">Access</a>	<a href="#">Access</a>	<a href="#">Access</a>	<a href="#">Access</a>

# Example: English I



The tasks below require access to Britannica. Make sure you log in Britannica first.

 Presentation with tasks - The Political Parties and Elections in the USA (with Britannica)


 Politics USA - quiz 1


 Politics USA - quiz 2


 Presentation with tasks - The Political Parties and Elections in the UK (with Britannica)


 Politics UK - quiz 1

 Politics UK - quiz 2

 Politics UK - quiz 3 - vocabulary

 Presentation with tasks - Voting rights (with Britannica)

 Politics - voting rights - discussion 1

 Politics - Voting rights - discussion 2

Additional resources to explore (with Britannica)


 Women's rights

 Civil rights

Free resources from British Council

 Politics in UK

A reading task with exercises and worksheets, including Conditional 2.

 How can women get into politics

A video with exercises and worksheets. Watch the video to find out how some countries have tried to get more women involved.

 How the General Election works?



# Video lessons: Tavaklase

<https://www.tavaklase.lv/>



Text and text formatting

## Analysis and evaluation of sources and resources

- Anna Sidorova, Laura Katkeviča, Alise Cimbaluka, Elvira Laizāne, Zane Žagare-Zaķīte
- The student reads and searches the text for words that match the definitions given in the task; create a detailed description / narration, sequentially ...

English High school

Added: 21.05.2021



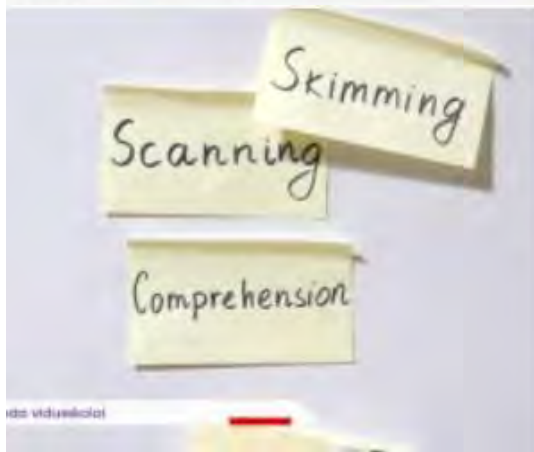
Text and text formatting

## Planning and structuring of a scientific text

- Anna Sidorova, Laura Katkeviča, Alise Cimbaluka, Elvira Laizāne, Zane Žagare-Zaķīte
- The student acquires the skills to plan and structure a scientific text and create a table of contents, tables, graphs.

English High school

Added: 21.05.2021



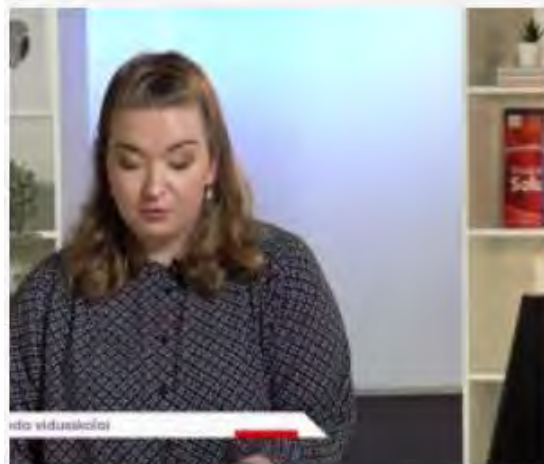
Text and text formatting

## Argumentation skills: opinion, argument, fact

- Anna Sidorova, Laura Katkeviča, Alise Cimbaluka, Zane Žagare-Zaķīte, Elvira Laizāne
- The student uses a variety of cognitive strategies to distinguish views from arguments; formulate conclusions on the subject under discussion

English High school

Added: 10.05.2021



The role of language in society

### Tips for effective group work

- ✍ Anna Sidorova, Laura Katkeviča, Zane Žagare-Zaķīte, Elvira Lizāne, Alise Cimbaluka
- 📖 The student is able to plan his / her group work: time planning, planning the work to be done, using different sources to search for information.

English High school

Added: 26.04.2021



The role of language in society

### Expression of attitude, reflection and self-reflection in language

- ✍ Anna Sidorova, Laura Katkeviča, Alise Cimbaluka, Zane Žagare-Zaķīte
- 📖 The student will learn language strategies, methods and vocabulary to express criticism; express compliments; express your attitude by choosing ...

English High school

Added: 08.02.2021



The role of language in society

### European language portfolio and language learning objectives

- ✍ Anna Sidorova, Laura Katkeviča, Zane Žagare-Zaķīte, Elvira Lizāne, Alise Cimbaluka
- 📖 the student gets acquainted with and evaluates the possibilities and ways of developing language skills; compares your language skills in different languages ...

English High school

Added: 22.03.2021

# 3 f) TC in Teacher Education in: **Armenia**

Think tank: Transversal competences in foreign language education  
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



8-9 February 2022  
8.9. Februar 2022



# Transversal Competences in Language Education in Armenia

**Lusine Fljyan**

Professor Doctor, Vice-Rector for Education, Research and  
Internationalization, Northern University

Professor Doctor at the Chair of Foreign Languages and Literature

Think tank: Transversal competences in foreign language education  
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



8-9 February 2022  
8.9. Februar 2022

# 8 Key Transversal Competences in General Education in Armenia

## State Standards on General Education (adopted by the Government on 4 February 2021)

1. **Language literacy** – ability to communicate in mother tongue and in foreign languages
2. **Ability to learn** - Learners learn independently, work effectively with others, and work on a variety of life situations.
3. **Self-cognitive and social competences**. Learners are able to strive for self-knowledge through self-reflection and self-organization. They develop confidence in their own life, successfully manage their own time, knowledge and skills, and are able to develop a healthy and safe lifestyle, as well as professional orientation.
4. **Democratic and civic competences**; Learners contribute to the development of a society based on democracy, freedom, morality, social justice and the idea of the rule of law.
5. **Digital & media literacy competences**. Learners know the rules and skills of media literacy. They imagine the work of the media and their role in a democratic society, they are able to orient themselves in the flow of information, to find and disseminate information, as well as to critically analyze it
6. **Cultural competences**. Learners recognize Armenian culture as well as the culture of other human civilizations. They value their own identity, their families, the community and the state
7. **Mathematical and technological competences**. Learners perceive the possibilities of applying technological knowledge to the context of human needs, recognize the changes that occur as a result of human activities.
8. **Economic competences**. Students adequately analyze & assess the economic processes that take place in the national economy and at the global economic level. They understand the interactions between society, economy and politics. Students understand economic and social order and recognize the interactions between nature and society, as well as their role and responsibility in sustainable development and environmental protection.

**The tasks to achieve are:**

Transfer of language knowledge and development,

Boost the development of communication skills

Foster the capacity building and favorable environment for learners to communicate in a foreign language, Promote self-learning and self-development skills;

Develop respect for intercultural awareness and diversity, encourage the learners' innovative, creative and collaborative skills development.

Have basic skills for Media literacy.

Be able to evaluate their own identity, family, community and state.

respect national, world heritage, material heritage, cultural valuation of diversity and literacy, knowledge of literature, art, taste, etc

To have Analytical, critical and creative thinking, to be open to the new Impartial approach, to be able cognitively solve vital problems

To have Confidence in one's own strength and life, to have the ability to self-esteem

To strive for self-knowledge.

To have autonomous learning and work skills.

To lead a healthy and safe lifestyle.

To have the ability to foster peaceful conflict resolution skills, to be positive people and to events.

To stimulate dignity and rights, democracy, social justice, as well as rule of law.

To strive for freedom and be initiative to make independent decisions;

Think tank: Transversal competences in foreign language education

Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



## Communication

Schools	Listening	Reading	Monologue	Writing	Interaction	Speaking
High school level	Understand the main idea of speech of mostly unknown (different) genres of speakers	To understand texts belonging to different genres on official-professional topics	Perform speeches, monologues on various topics, including impromptu answers to questions on professional topics	Write an argumentative text on various topics of public importance, comparing and evaluating the information and arguments extracted from different sources	Tact as a party to the debate, criticizing other views on a specific case, event, event, substantiating one's own	Apply language knowledge (vocabulary, grammar, spelling, pronunciation) appropriate to the given level, topic & communication situation

## Culture

	Values	Attitudes	Norms	Interests /Preferences
Primary level	Recognize elements of the cultures of the national language being taught, their manifestations in everyday life, and to show tolerance towards the others	Show a respectful, caring, responsible attitude towards other nations, their cultures, the people around them, the objects, the environment.	Know the basic rules of behavior at home, at school and in other public places Recognize the principles of a healthy lifestyle & follow them	Recognize the preferences and interests of others.

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## Creative and Critical Competences

Schools	Generation of ideas	Logical sequencing	Ability to analyze	Progress development
Secondary level	Propose innovative ideas and solutions based on prior knowledge.	Build thoughts with a solid logical structure.	Compare and contrast facts and information from different sources.	Assess his / her progress as a learner by comparing his / her knowledge and abilities at different stages.

## identity

	Individuality	Family	Community	Society
Primary level	Act as a self-organized individual	Develop a respectful, caring attitude toward members of the family	Recognize the fact that he is a member of the community and also understand the daily problems of the community that may concern him/her	

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## Creative and Critical Competences

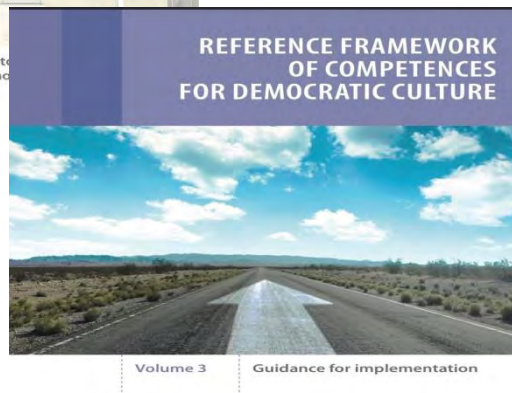
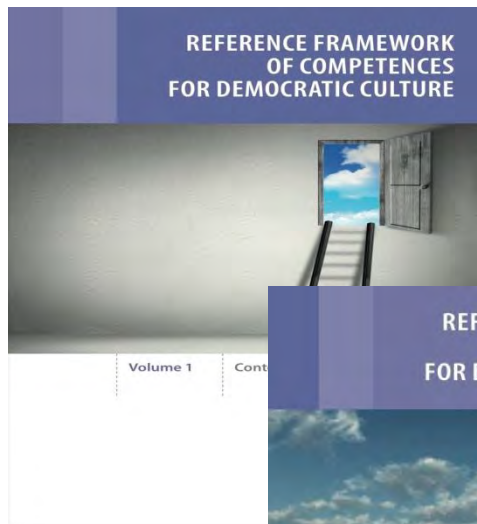
Schools	Generation of ideas	Logical sequencing	Ability to analyze	Progress development
Secondary level	Propose innovative ideas and solutions based on prior knowledge.	Build thoughts with a solid logical structure.	Compare and contrast facts and information from different sources.	Assess his / her progress as a learner by comparing his / her knowledge and abilities at different stages.
Vth grade	LO 6-CCC – I . 1 Introduce new thoughts and ideas within the given topics. LO -6 CCC I.2.Defend his point of view by giving examples բերելով օրինակներ: LO -6 CCC. 3. Create a ppt using different sources.	LO 6-CCC S .1Explain the advantages and disadvantages of one's own actions / actions. LO 6-CCC -S . 2. Express agreement or disagreement using relative & causal relationships. LO 6-CCC-S .3. Propose solutions to the problem by comparing them with each other.	LO 6-CCC - A . 1.Explain the essence of the given problem. LO 6-CCC-A . 2. Compare the collected data.	LO 6-CCC –P 1. Develop steps to find answers to questions about a given topic. LO 6-CCC P .2Prepare a role play, dialogue, short speech within the given topic, expressing your own opinion

Think tank: Transversal competences in foreign language education  
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



# The content development of the course is based on a number of key principles

- ❑ A foreign language is primarily a means of communication;
- ❑ A foreign language is a means of learning;
- ❑ Communication in a foreign language is the main guarantee of world recognition, self-knowledge and recognition of other cultures.
- ❑ Acquisition of actual linguistic knowledge - vocabulary, grammar rules or patterns, without communication skills it is impossible to reach a desirable result, as the linguistic material serves the ultimate purpose of communication
- ❑ Foreign language courses provide endless opportunities for the development of value system and attitude education:.



**Volume one** of the Reference Framework contains the model of competences

**Volume two** lists the descriptors of the competences for democratic culture that are intended to help educators identify learning outcomes, achieved proficiency after a period of learning, and areas for further development.

**Volume three** offers guidance on how the model of competences and the corresponding descriptors may be used in six education contexts.

Think tank: Transversal competences in foreign language education  
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



8-9 February 2022  
8.9. Februar 2022



# English language textbooks

## Culture:

EFL materials often include holidays, tourist sites, famous people's achievements, and food. However, these surface forms of culture are not sufficient for the to understand the target culture because they only entail the accumulation of general fixed information and do not provide opportunities to address the underlying sociocultural interactions that occur in different backgrounds.

THEME	SURFACE CULTURE	DEEP CULTURE
Family	Nuclear and extended family	None
Food	Dinner in London	None
Historical facts	George Washington and his secretary	None
Geographical sites	A Visit to London	None
Shopping	Christmas Shopping	None

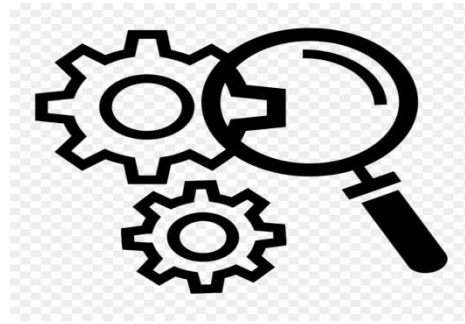


## Study on the Cultural Competence of Schoolchildren and University Students.

### Question 2. What is the most important aspect of the culture?

As Culture covers a range of different elements such as art, language, religion, food, traditions, customs, habits, literature, behaviors, moral values, daily lifestyle, communication and ethical values, it's important to have an insight into how students and pupils define culture. It was found that most of students emphasized the communication perspective as well as the interpersonal relations that a particular community has.

Aspects of culture	Percentage %
<b>Communication</b>	28.1 %
<b>Community</b>	22.9 %
<b>System</b>	20.8 %
<b>Country</b>	19.8 %
<b>What people do</b>	8.3 %



## **Lack of cohesiveness between the standards, programs, syllabi, textbooks and the learners' expectations**

- ☐ What is needed to be improved?
- ☐ The content of the study programmes for teacher education
- ☐ The content of the textbooks
- ☐ The content of the courses, texts and reading materials
- ☐ The content of the trainings for the integration of the transversal skills

Thank you very much!  
Շնորհակալություն:

Think tank: Transversal competences in foreign language education  
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



8-9 February 2022  
8.9. Februar 2022



# What kind of trainings do we need?

## Structure of Language Education

Transversal competences to integrate the transversal skills into the curriculum

## Strategies

Training in methods of learning to learn  
Training in the use of the CEFR  
Training in the use of ELP, e-ELP

## Knowledge and understanding development

Development of critical and creative thinking

## Values

Training on social and cultural values  
Training on the European citizenship  
Training on team-working, collaboration and networking  
Training in the importance of life-long learning

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## 4) Groupwork: Instructions

**Which role can teacher education play in the implementation of TCs – to raise awareness, provide support for (future) teachers?**

- a) Which (structural, thematic/theoretical, methodological...) support is needed by (future) teachers?
- b) Which concrete measures / support structures / conditions of success do you identify? Which chances and challenges do you see?

[https://padlet.com/ECML/TCthinktank\\_groupwork](https://padlet.com/ECML/TCthinktank_groupwork)

- The chair of your group reports the key points and findings of your discussion back to the group...