

The slide features several decorative circles in a light purple color. One circle is empty and positioned behind the word 'Faddish'. Another circle is filled and positioned behind the word 'Fundamental?'. A third circle is filled and positioned behind the text 'CLIL:'. Below the main title, there are three more circles: one filled on the left, one filled in the middle behind the text 'A CLIL training model', and one empty on the right behind the text 'for schools and universities'.

Faddish or Fundamental?

CLIL:
A CLIL training model
for schools and universities



What will you hear today?

- Aims of project
- Who was involved
- Challenges faced and overcome
- Example of school outcome
- Evaluations and future potential



‘Meanings that Matter’ Project

- LinkedUp project - £9,000
- Start-up sponsorship from Goethe Institut
- £1,000 from TDA
- Modelled on TDA ITT CLIL French exchange
- German CLIL focus
- 6 schools and 3 universities
- 4 week placement for Leipzig MA students
- CLIL mentors in partner schools
- Dissemination Event

Aims for learners



- Exposure to German-based CLIL by secondary learners
- Primary learners – first taste of second language (German) in CLIL context
- Learners acquire communication and comprehension strategies and new language within a meaningful context
- Increased learner confidence

Aims for teachers



- Core group of language teachers understand and apply CLIL pedagogy
- Wider group of language teachers motivated and equipped to try CLIL
- Subject-content teachers engage with CLIL
- Trainee teachers introduced to CLIL and receive training resource
- ITT institutions experience CLIL observation

Aims for schools



- Increased motivation for language learning at KS2, KS3 and KS4
- Engagement with CLIL by school and subject leaders
- Initial spurt of capacity for CLIL in secondaries and for German outreach in primaries
- Strengthen and expand existing Willink CLIL Network

Partner Schools



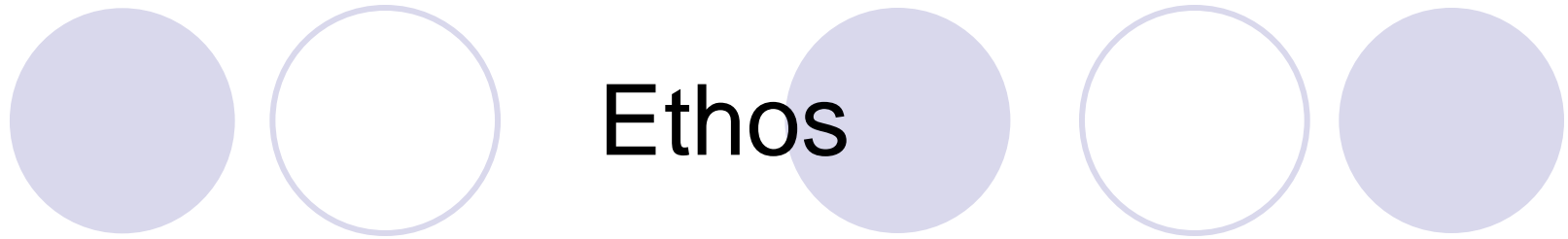
- Katie Lee, Project Leader, The Willink, West Berks
- Alison Seabrook-Moore, Bulmershe, Wokingham
- Jill Arkless, Burghfield St Mary's C of E, West Berks
- Judith Forster, The Downs, West Berks
- Cathy Davidson, Gillotts, Oxon
- Lydie Duguet, The Hurst, Hants
- Sue McCavish, Prospect, Reading

Partner Institutions



- Zarife Soyucicek – Goethe Institut
- Norbert Schlüter, Leipzig University
- Manja Fischer, Leipzig University
- Suzanne Graham, Reading University
- Christina Skarbek, Oxford Brookes University
- Do Coyle, Project Mentor, Aberdeen University
- Barbara King, Research, Reading University

- ...plus **admin and technical support**



“...completed in the spirit of innovation,
intellectual curiosity and genuine
evaluation - what we don't get right this
year, we'll do better next!”

Challenges in pre-project phase



- Identifying CLIL mentors
- Matching trainee subjects to partner schools
- Finding accommodation for trainees
- Preparing Leipzig trainees
- Preparing CLIL mentors
- Streamlining number of lessons taught
- Getting CLIL mentors in touch with their trainee
- Distance lesson planning
- Finding time to plan and mentor
- Teaching unknown classes

CLIL mentor training



- Definition of CLIL
- 'New content' model
- What makes a good CLIL lesson?
- Check-list for planning
- Reflective dialogue pointers



What was the money spent on?

- Cover for CLIL mentor training
- Mentor payment for time spent planning and reflecting with trainee
- Cover for dissemination event
- Catering for dissemination event (venue free)
- Admin, technical, research and project leadership
- Travel costs

A decorative graphic at the top of the slide consists of two groups of circles. The first group on the left has a solid light purple circle on the left and an empty light purple circle outline on the right. The second group on the right has a solid light purple circle on the left, an empty light purple circle outline in the middle, and a solid light purple circle on the right. The word "Outcome" is written in black text over the first solid circle.

Outcome

- Gillott's School – Biology
- See also hand-out with comments by mentors and trainees on their experience
- <http://meaningsthatmatter.pbworks.com>



What went well?

- Mentors chance to observe own learners as well as trainees
- Increased self-confidence of learners in terms of understanding
- Learner motivation for new topics and approaches
- Challenged learners
- Support from mentors and universities


Even better if...?

- Project not at start of academic year
- Trainees had been less specifically prepared!
- Increased teaching time
- Prepare learners better for project
- Primary trainees and feeder schools
- 2-way exchange



Evaluation - learners

- Student competence improved
- Teachers perceived students as more confident, although students did not!
- Students felt their understanding had improved
- Students found it easier than they had expected



Evaluation - teachers

- Understanding of learning processes
- Reflecting on beliefs
- Reflecting on own practice
- Observation skills



Evaluation – mentor and trainee

- Productive cooperation
- Really motivated by the experience of teaching language with ‘real’ content.
- Project can be short but still very worthwhile
- Feasible balance of language and content
- Learnt that ‘enhanced’ flexibility of teacher ensures progress



Replicable?

- Costs realistic for 6 schools and trainees plus university involvement and project management
- Local partnership 'hub' approach essential
- School-based project managers needed
- Mentor-training could be centralised

Future funding?

- Comenius funding if 3 countries involved
- PAD
- DAAD
- Research funding to build on initial findings
- Training schools