



Minutes of the 2nd CORE meeting Karmøy, Norway 25th-29th April 2012



The CORE project team together outside The Foghorn Factory in Skudeneshavn

Day 1 Thursday 26th April 2012

Venue: PPS Karmøy, 4250 Kopervik, Norway

Present:

Ørjan Røed	Department of Education and Culture, Karmøy, NO
Per Fagerland	PPS Karmøy, NO
Brit Mona Vang	PPS Karmøy, NO
Jane Vold Fosen	Skudenes ungdomsskole, NO
Wenche Erlien	Snøball Film, NO
Emanuela Atz	IC Bassa Atesina, IT
Giada Cembran	IC Bassa Atesina, IT
Luisanna Fiorini	IC Bassa Atesina, IT
Liliana Amort	IC Predazzo-Tesera, IT
Silvana Varescol	IC Predazzo-Tesera, IT
Franz Lemayr	Sovrintendenza scolastica, Bolzano, IT
Enrico Hell	Genitori per il Bilinguismo Suedtirolo, IT
Anna Varna	Regional Education Directorate of Thessalia, GR
Marina Kollatou	Regional Education Directorate of Thessalia, GR
Tatjana Zacharova	Alytus Youth Centre, LIT
Regina Vilkeliene	Alytus Youth Centre, LIT
Victor Pavon Vazquez	Universidad de Cordoba, ES
Mabel Gaya	Gen.Management, the Dept of Education, Balearics
Isabel Aureli	Gen.Management, the Dept of Education, Balearics
Eva Cervantes	Gen.Management, the Dept of Education, Balearics
Dr. Steve T.Molloy	External Advisor, UK
John Rullestad	External Advisor, NO

1. On behalf of the hosting institution Per Fagerland (PF) welcomed all partners to the meeting.
2. The CORE group was then officially welcomed to Karmøy by the Director of Education and Culture Ørjan Røed who made a presentation of the municipality of Karmøy.



The Director of Education and Culture in Karmøy, Ørjan Røed greeting the CORE group and presenting Karmøy

Working session 1

- a. Brit Mona Vang (BMV) reviewed the agenda which had been sent all participants in advance of the meeting **(see Attachment 1)**
- b. BMV then proposed that Emanulea Artz (EA) should chair the meeting and that Per Fagerland (PF) should write the minutes. Both proposals agreed on.

Item 1 Contextual Presentation

1.1 Presentations 5-8 minutes from each partner, with PP slides, on the national, local, and institutional contexts of the “state of the art” in CLIL implementation in their own countries and regions. All PP presentations **(see attachments 2-7)**

Action plan: PP-presentations to be posted on to the CORE web site.

Responsibility: Wenche Erlien (WE) and Anna Varna (AV)

1.2 Key themes noted for further discussion were

- (a) Contrast between officially bilingual or trilingual context and policy for two partners (Balearics and South Tyrol) and more “conventional” position of 2nd and 3rd language teaching for the other partners;
- (b) Related differences in the language competencies of subject-specialist CLIL teachers.

1.3 Oral presentation by WE on Snøball’s work as Norway’s leading producer of educational training films.

Item 2 State of the Art Analysis.

2.1 Overall analytical focus on the three key questions emphasised by the Lead Partner for this WP (Work Package) in the template circulated.

2.2 Presentations from partners on the state of CLIL implementation in:

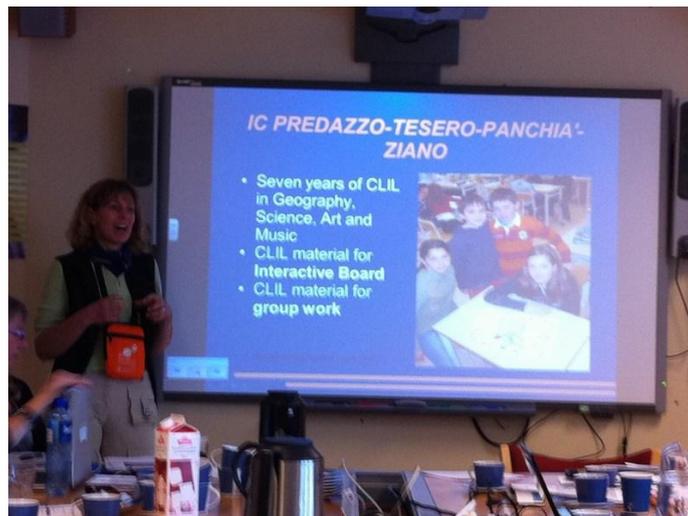
- a. South Tyrol and Trentino, Italy
- b. Andalusia and Balearics, Spain
- c. Rogaland county and Karmøy municipality, Norway
- d. Larissa, Greece
- e. Alytus, Lithuania

Action Point. All presentations to be posted on the Web site (AV and WE) and attached to minutes (see Attachments 9-13)

2.3 Discussion took place around the key problem behind the three key question: Is there is a CORE body of theory and practice for CLIL implementation which can be adopted successfully in countries and regions with different socio-linguistic characteristics?

Action Point. It was agreed that each partner would write their own summaries in relation to the three key questions and that an overall summary would be produced for circulation to all partners. This would provide a key link between:

- (a) the partners' research work on best practice in local CLIL implementation and
- (b) the project's demonstration and dissemination of best practice through its own products , especially the filmed case-studies.



Liliana Amort presenting the situation of CLIL in Predazzo, Italy

2.4 Systematic framework for the project's research and development work

Outlined by Lead Partner for the Work Package. Might be further concentrated and disseminated through four research domains highlighted at Utrecht conference on CLIL recently attended by several partners.

Lunch and school visit to "Holmen" centre for alternative education



The Head Teacher of Holmen school, Johannes Bjoland, explains the philosophy of the school to members of the CORE project.

Working Session 2

Item 3 Filmed Case Studies)

3.1 Location.

Through communications between Snøball and other partners since the last meeting, Italy and Mallorca had proposed themselves as the two case-study locations. Snøball's recommendation that their proposals could and should be accepted was agreed and confirmed.

3.2 Timing and Subject Choices.

Snøball suggested that filming outside Norway could take place in both localities over a single 5-day period to minimise travelling and production costs. In Italy, the focus would be on Italian and German; in Mallorca on Catalan and English; and in Norway on Norwegian and English?????. Subject choices would be Maths and Science in Italy and Theatre/Modern Science and Technology in Mallorca.

3.3 Timetables for transcription and translation were agreed.

Filming to be in October but not to clash with Greece meeting. Films to be previewed and finished by December 2012.

3.4 Copyright issues discussed and reassurance welcomed from Snøball that, as a “not for profit” organization, all their films are produced and accessed in accordance with Comenius “open and free” guideline and will be posted on YouTube, the Web site and the home pages of the partners and other possible CLIL and educational sites..

3.5 General discussion on analytical focus led to agreement on the need for filmed case-studies to do more than simply describe current practice. They should have a clear analytical focus on CLIL key problems, e.g. different ways of handling the balance between subject specialist and language specialist teachers.

Action Point. Snøball will take forward more detailed discussions with specific partners and schools on final scheduling decisions.

Item 4 Development of Project Websites

4.1 Crucial role of website for ongoing dissemination was re-affirmed. It was agreed that Anna Varna (AV), in line with the Greek partners' lead responsibilities for dissemination (WP5) would exercise editorial roles of:

- (i) Receiving and reviewing potential material;
- (ii) Circulating partners to provide opportunities for comment and discussion,
- (iii) Co-ordinating and executing decisions on what to include
- (iv) Communicating decisions and materials to WE at Snøball for inclusion and in appropriate presentational form.

4.2 Balance in content between professionalism and quantity was agreed in the context of discussions about existing content.

Action Point Project Co-ordinators to produce more accessible project summary.

4.3 Use of Logos.

Discussion suggests need for partner logos or something equally symbolic on project website under Partners.

Action Point Each partner to decide on which symbol they want and send to AV and WE.

4.4 Link to other CLIL-related sites. AV to ask partners for edited lists of links. Ideally perhaps 5-10 links from each partner.

Action Point: AV and WE to agree with project partner on what materials to be put on Web site. All partners to submit input on ideas about contents and links.

Next meeting will review and evaluate editorial role and mechanisms.

Item 5 Quality Plan.

5.1 Presentation from Balearic partners focused on three aspects:

- a. Measuring and monitoring process;
- b. Means of improvement;
- c. Assurance of project goals and partner's satisfactions.

Presentation to be attached to minutes, distributed by email to partners, and placed on Fronter platform. **(see attachment 14)**

5.2 Research and observation tools. Agreement on

- (a) need to keep suggested QA tools under review to ensure the project is achieving its goals in terms of outputs and that these are fit for purpose;
- (b) use as a framework for "snapshot" evaluation of the current symposium at its conclusion tomorrow.

5.3 Relationship between internal and external evaluation.

External evaluator had circulated in advance the Rosetta McLoud's framework for external evaluation "How good is our school", "How good is our project" etc . It was agreed that appropriate elements of it would be used for integrating internal and external project evaluation.

Item 6 FRONTER platform as basis for project management website.

6.1 Progress on Fronter and how to access it reviewed by Brit Mona Vang (BMV).
Demonstration of what the folders are, what is in them now and how to upload

6.2 Subsequent discussion revealed:

- (a) need for mechanisms for copying the logo and other diagrams;
- (b) persistent underlying problem of switching website into English.

6.3 Action Point Project co-ordinators to liaise with their ITC technical support staff to address and resolve these issues

Working Sessions for the day concluded at 16.30

Day 2 Friday April 27th

Partners picked up at hotel at 08.00 for visit to Mykje school, Karmoy

Impressions from the school visits can be read on the blogs of two from the CORE group, Marina Kollatou (MK):

<http://blogs.sch.gr/mkollatou/2012/05/03/my-participation-in-the-core-project-a-multilateral-comenius-program-in-karmoy-norway-impressions-and-thoughts/>

and Anna Varna (AV):

<http://inyourhands.edublogs.org/2012/05/01/norwegian-schools-a-trip-to-the-future/>



Isabel Elena Aureli Giovacchini Isabel from Mallorca being guided by a pupil at Mykje primary school



Pupils instructing each other in the use of a cello



Pupil's work at Mykje primary school

Working Session 3

Venue: Hotel Rica Maritim Conference Room

Present:

Per Fagerland	PPS Karmøy, NO
Brit Mona Vang	PPS Karmøy, NO
Jane Vold Fosen	Skudenes ungdomsskole, NO
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Item 5 Overall Progress Review

This was substituted for presentation on AfL (Assessment for Learning) which it was agreed could best be pursued at the next meeting. Partners preferred to continue previous day's discussion on state of the art CLIL implementation in order to sharpen analytical focus on work to be undertaken before next project symposium. It was felt that further group

Discussion was needed on the precise implications of partners' state of the art analysis for key problems of CLIL implementation:
Does it reveal common or specific problems?
What practical solutions does it suggest?

5.1 Working in pairs

It was suggested that partners might work in pairs in this session, and subsequently, as a preliminary means of sharpening focus on:

- (a) What was common and what was specific to their own experience of CLIL implementation;
- (b) What exactly are each partner's next steps in the research and development work package. Breaking out into four discussion groups of paired partners produced the following main points reported back to the group as a whole:

5.1.1

In the **Balearic Islands** key problem is Subject teachers' relatively low level of foreign language competence. Solutions adopted have included the use of teaching assistants for whom the foreign language is their first language. Experience indicates that:

- (a) Teachers still need extra timetable allowance to prepare their own materials because there are not enough as yet.
- (b) More CPD (Continuouds Professional Development) in CLIL is needed.
- (c) More systematic evaluation of the process, including student experience and outcomes, is needed. It was also clear that the co-existence of two official languages can be a problem. Agreement on English being important, but tensions between the two mothers tongues.

5.1.2 Cordova/Andulusia

Strong points are that:

- (a) All schools are included in public, universal, non-elitist bilingual programmes
- (b) Teachers are trained and have access to graded programmes.
- (c) Integrated programmes involve ICT and bilingual schools.

Weaknesses include:

- (a) Very low linguistic competences.
- (b) Low pedagogical capacity on bilingualism and different CLIL models.
- (c) Inadequacy of co-ordination funding. Solutions encompass better training programmes, more exchanges, clearer strategy

5.1.3 Greece. Basic problem is no top-down policy. Makes it hard, if not impossible, for teachers to do CLIL on own initiative. Doing CLIL effectively on one's own initiative is a "heroic" enterprise. A realistic objective would be not to change government policy, but try to make theory and practice of CLIL more visible through essentially disseminating role of attending conferences and proselytising with advisers and head teachers.

5.1.4. Italian Tyrol

In **Italian Tyrol** methodological competence is key issue. Primary school level involves two language teachers in each classroom. In **Trentino** there are clear similarities to the Balearic levels of limited foreign language competence in of the subject teachers. This leads to a key role having to be performed by the language teacher(s) within the team, a situation which applies to all languages

5.1.5. Norway

For **Norway**, discussions within pairs of partners indicate experiences of CLIL implementation similar to Greece. No overall policy or regulations and little experience and competence locally. There is a however one critical contextual difference with clear implications or practicalities in CLIL implementation. There is a relatively high level of foreign language competence, especially in English, within the population as a whole. This is reinforced by:

- (a) The high priority given to foreign language learning in schools from an early age and
- (b) Culturally widespread “learning by immersion” inside and outside formal classroom. The most immediate and perhaps most important CLIL implication of these contextual factors is that many if not most subject teachers already do have good English competencies and many teachers of English are also subject teachers. CLIL principles may well be embedded implicitly in much current teaching of foreign languages. A major issue is for these to be integrated more clearly with formal initial and CPD training for both language and subject specialists. Case studies and their dissemination have a vital role to play in this.

5.1.6. Lithuania

For **Lithuania**, comparative state of the art analysis indicates a very different sociolinguistic context from Norway's. One which is closer to that of Greece and, perhaps even further away, in terms of the foreign language competence of subject teachers. This is the major general problem for CLIL implementation in Lithuania. A specific contextual factor of the Lithuanian experience is the emphasis upon foreign language acquisition through informal education. This is the specific area of expertise for the Lithuanian partners. Strengths in this area are the high levels of student and teacher motivation and levels of participation in related EU projects. Main weakness is that students who are free to choose and move between activities may opt out of CLIL-oriented activities if they are seen to be too demanding. Solutions lie in exploring the specific issues of CLIL implementation in informal adult education.

Action Point External evaluator to review state of the art analyses in relation to overall project objectives and advise on progress to date.

Lunch Break 1200-1300

Working Session 3 (continued)

Item 6 Budgets and Dissemination. Reports from Project Co-ordinator

6.1 PF needs totals of travel expenses from each partner, not actual detailed receipts for each item of expenditure. However, partners should keep these detailed receipts in case they are required at a later date. PF to send each partner details of subsistence fixed per diem basis. Partners invited to send more detailed queries directly to PF.

6.2 Partners thanked for completing dissemination records for project co-ordinator and reminded to keep a rolling record of all dissemination activities and send PF the number of days spent on each. Partners reminded that their budgets can be used for conference attendance in support of dissemination

Item 7 In-service-training Course and Handbook (WP2)

7.1 Presentation of mind map from EA as leaders for this phase of project work. “Mindmeister” demonstrated as a mechanism for mapping development of CORE course and handbook in this session and subsequent discussion between partners of the following key issues. See:

www.mindmeister.com/signup/invitation/479240?f=email_share_map_invitation&token=GGsgzf32Ye&utm_medium=email&utm_source=share_map_invitation

7.2 Title No firm commitment as yet but could be CLIL CORE COURSE.

7.3 Relationship between the two courses

Discussion of whether courses should be staged from “beginners” to “advanced” reverted to emphasis on original project proposal to pitch both courses at the same level with the same aims with the first as a pilot for the second. This would involve preparatory and follow-up feedback with course delegates and potential course delegates

7.4 Timing and Location

Agreed that first course would be offered in Lithuania.

Dates agreed 5th-11th May 2013, enabling possible participants to apply within 15th Jan 2013 which probably will be closing dates for possible participants to apply.

Second course scheduled to be held in June 2014 in Mallorca.

7.5 Level and Content

Further discussions on issues of beginners/advanced levels indicated preference not to restrict entry in terms of experience and/or qualifications, but to adjust ongoing delivery of the course to specific needs and experience of the specific course delegates. It was anticipated that there would be a maximum of 25-30 people.

7.6 Methodologies and techniques

Discussion revealed need for Italian partners to lead and co-ordinate further exploration of:

- (a) Whether “experts” are needed, what they would do, how much and how to pay them;
- (b) Nature of handbook as essentially a slim pamphlet indicating course outline and linkages to CD and web-based materials produced by course team and by delegates themselves.
- (c) First course in Lithuania would provide opportunities for experiencing CLIL in a foreign language likely to be unfamiliar to most delegates.
- (d) Prep phase - agreement on learning platform for applicants who apply in January to do things till May. Should have objectives and each one writes reflection on why they applied, what they expect and what they want to achieve. Also a presentation of oneself on the Web site for people to get to know each other.
- (e) Phasing should encompass arrival on Sunday evening with icebreakers followed up by CORE market place on the Monday afternoon.
Monday morning should place delegates into Lithuanian CLIL context, Tuesday likely to embrace more theoretical input. Wednesday should encompass less theoretical and more practical activity plus including school/cultural visits.
- (f) Organizational need to have one person responsible for curriculum and lesson planning with evaluation; tools, digital and not.
- (g) Need to budget for 20 participants to break even. RV and TZ to send project coordinator overview of costs related to accommodation, meals and excursions.

Content of different sessions is up to the experts. End product - need to summarize and send everyone a revised mental map for further modification - the actor in CLIL platforms. An expert on planning. ***Anna to send summary to all by end of next week, discussion continues digitally thereafter.***

Item 8 Summing up and evaluation

Schedule of future meetings agreed as:

Larissa Oct 3-6/7 2012;

May 5-11 2013 Lithuania course 1;

Autumn 2013 Italy (October) 16th to 20th or 23rd to 26th October 2012;

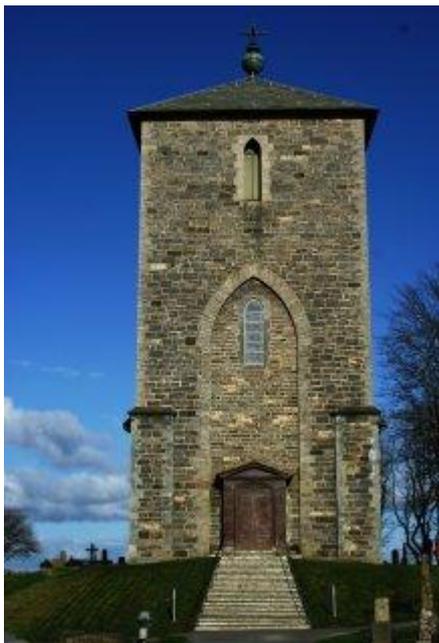
Spring 2014 course II in Mallorca;

Autumn 2014 last meeting at Cordoba. These dates have been sent to Brussels by the project coordinator requesting an amendment to dates in the original application

Partner evaluation invited on basis of distributed snapshot evaluation by IA. To be completed and returned for analysis and report by Balearic partners.

Summary and thanks to partners from EA in capacity as chair person. Thanks reciprocated by partners chair EA to host institution for highly successful organization and closed formally the meeting.

Picture gallery from the 2nd CORE project meeting



St. Olav Church at Avaldsnes



The CORE group on their way to a cultural visit to Old Skudeneshavn

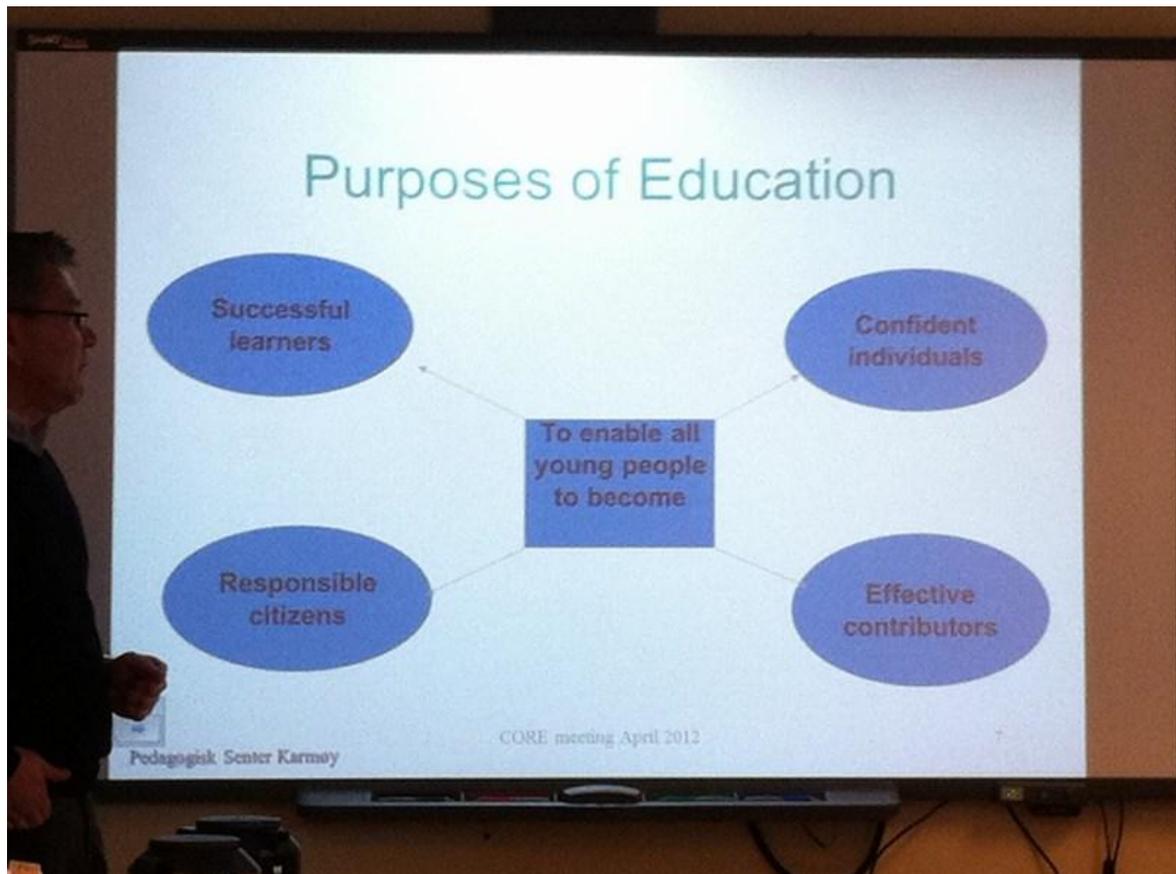


CORE participants on a cultural visit on Saturday



External evaluator John Rullestad with Victor Pavon from Cordoba

Purposes of Education in Karmøy - possible visions for CORE and CLIL also?



The Head of PPS Karmøy Per Fagerland presenting the visions for education in the municipality of Karmøy

Attachments

2. Interprovisional cooperation between Italian partners

www.karmoyped.no/webmail/src/download.php?startMessage=16&passed_id=34795&mailbox=INBOX&ent_id=2&passed_ent_id=0

3. The Greek education system

www.karmoyped.no/webmail/src/download.php?startMessage=16&passed_id=34787&mailbox=INBOX&ent_id=2&passed_ent_id=0

4. Alytus Youth Centre, Lithuania

8. State of art report CLIL in Greece

www.karmoyped.no/webmail/src/download.php?startMessage=16&passed_id=34787&mailbox=INBOX&ent_id=3&passed_ent_id=0

9. Research domains

10. State of art analysis Lithuania

<http://www.caib.es/govern/sac/fitxa.do?lang=ca&codi=1134702&coduo=146960>