



With the support of the Comenius Lifelong Learning Programme of the European Union

Interim progress review on the CORE project by external evaluator , By Dr. Steve Molloy delivered at the 3rd project meeting in Larissa

WP1 R+D Months 1-36

Innovative R+D to investigate and meet the CLIL training and support needs of our immediate target groups of teachers, school leaders, educational managers and advisors. Current research identifies a key issue:

How is effective CLIL implementation facilitated or constrained by national, regional, institutional and classroom variations in socio-linguistic contexts, **educational systems** and learning cultures?

The core to our R+D combines:

- (a) a uniquely trans-European dimension to research and analysis of this key issue;
- (b) (b) the production and dissemination of direct practical solutions to the problems this illuminates.

Outcomes are the development and dissemination for CLIL support and training of:

- (a) analytical perspectives;
- (b) pedagogical strategies;
- (c) resource materials and systems. They will be disseminated through the specific deliverables outlined below for this WP, and through the training course, CLIL handbook, and project website outlined in WP 2+5.

Major milestones for monitoring and evaluating (WP 4+5) are:

Phase 1 (10/11-02/12) State of the Art Analysis. Each partner explores current CLIL implementation in their local educational network to report on the nature and extent of;

- (a) government policy on CLIL;
- (b) CPD training and support in CLIL for teachers and other educationalists;
- (c) CLIL implementation in formal teaching;

Phase 2 (02/12-04/13) Case Studies. Partners undertake two or three case studies of CLIL implementation in their own schools or local educational networks. Partners' spread of specialist expertise and socio-linguistic context addresses key issues such as comparisons between primary and secondary schools and transitions between them; the impact and implications of bi-lingual social contexts; CLIL in different subject areas; CLIL for students with special needs and with social disadvantages.

Phase 3 (04/13-09/14) Production of deliverables outlined below

Key issues from CORE application

1. Prolific, but uneven diffusion and support

CLIL research, theories, strategies and materials threaten to overwhelm hard-pressed teachers and school leaders implementing it on the ground.

Many CLIL resources for training and support are insufficiently appropriate to the needs of different types of school, teacher and student in different countries and regions. In-service training courses in can fall into one size fits all”

2. Diversity of student competencies, educational and socio-linguistic contexts, specifically::

- (a) primary v. secondary schools, and problems of transition
- (b) Language learning and development for children with SEN's
- © Maximising CLIL effectiveness in bi-lingual or multi-lingual regions and where students have a variety of first languages.

Needs Analysis: Practical Solutions to Key Questions

Our preliminary needs analysis within local educational communities indicates these problems require locally manageable and sustainable training and support solutions based upon practically tested answers to the following key questions:

- (1) **does there exist a CORE of CLIL theory and practice** available for the training and support of those implementing CLIL in all European contexts.
- (2) How can best practice in adapting CLIL to local needs be explored and disseminated through school teachers and leaders' limited amounts of time
- (3) What are the CORE components for a range of CLIL deliverables, including an in-service training course, which addresses most

economically and effectively the practical training and support needs of those implementing CLIL in a diversity of socio-linguistic and educational contexts?

Del. 1 Documented Case studies May 2013 English and partner language

Analysis and presentation of best classroom Practice in CLIL Innovation

Progress Review Oct 2012 in re. deliverable aims and WP1 Phase 2 below

1. Work has progressed since Karmoy meeting including specifically on case-studies to be filmed (see below). Focus on planning and discussion rather than implementation at this stage given much of the intervening period has been school vacations.
2. Need to
 - (i) clarify and discuss current status of case-study planning and implementation by each partner in relation to issues raised in SoA reports and
 - (ii) agree plans and timelines for implementation of Deliverable aims (below)

Deliverable Aims

Documented reports on case studies prepared and undertaken by partners to analyse different types of interaction between subject content, socio-linguistic context, pedagogical strategies, teaching methods and learning styles.

The objective is to identify and understand best CLIL practice for teaching and learning in relation to these key variables.

Particular attention will be paid to comparative analysis and practical implications of CLIL implementation in primary and secondary schools and in subject-specific and non subject-specific curriculum areas.

Case studies will be made available as downloadable papers for dissemination in the language of each partner and in the project language.

They will demonstrate varying strategies for effective CLIL implementation and evaluation in the different educational and socio-linguistic contexts of partner countries and regions.

(nb From aims and objectives of WP1)

Phase 2 (02/12-04/13) Case Studies. Partners undertake two or three case studies of CLIL implementation in their own schools or local educational networks.

What Needs to be done	When	By Whom

Deliverable 2 CLIL DVDs July 2013 English

AV Presentation for CLIL Training and Support

AV materials from the partners' case studies will be collated and edited to produce a best practice DVD for CLIL training and support.

This will emphasize the main strategic and practical issues examined in the documentary presentation of the case studies.

The DVD will be produced originally in English, then adapted by each partner for wider dissemination in their own countries

Progress Review Oct 2012

1. Minutes from first two meetings indicate:
 - (i) clear input from Snoball on requirements for professional filming the case studies;
 - (ii) thorough discussion between the partners of where the filming should take place and (iii) agreement it should be in Mallorca and Italy.

- 2.. Selection of these locations is appropriate to the Project's aims because:
 - (i) CLIL is most developed in schools within these 2 partner's immediate networks and
 - (ii) opportunities are maximised for analytical comparisons between primary and secondary education, transitions between the two, and different types of multi-lingual classroom. CLIL will be filmed for German teaching in Italy and English in Balearics

3. Since Karmoy meeting further discussions have taken place between Snoball and the partners responsible for filmed case-studies. E-mail of 7/9/2012 from Snoball's Knut Teigen (upload to Fronter), lays out suggested preparatory schedule for 1.5 days filming at each in week 46 or 47 (Nov 12th and 19th). Italian and Balearic partners invited to make suggestions for more specific focus and discuss at Larissa.

4. **Need** to (i) discuss these at Larissa; (ii) emphasise deadlines; (iii) discuss Snoball's suggestion of making introductory film to CLIL; (iv) ensure Snoball able to continue co-ordination of filming; (v) relate both films to SoA analyses

What Needs to be done	When	By Whom

Del. 3 Strategic Implementation Packs for CLIL Sept 2014 English

6 x multi-media Resource Packs, downloadable
Cumulative series of resource packs for disseminating and implementing best practice in CLIL, produced at regular intervals throughout the project's life.
Delivery date is for completion of the series.

All six resource packs use the project's start of the art analysis as a baseline resource, adopting and updating it to reflect and disseminate the projects ongoing research and development work.

Through these cumulative resource packs, findings and materials from the project itself and from wider CLIL communities of practice are accessed and disseminated through the project website.

Resource packs will include policy documents and summaries, research findings, examples of good practice, access to support networks and practical resources e.g. lesson plans and assessment materials.

Progress Review Oct 2012

1. Project work to date has concentrated mainly on producing the raw materials for the Resource Packs rather than the packs themselves. This is entirely appropriate.
2. However, the importance of this deliverable needs to be re-emphasised at the Larissa meeting. Ideally, one partner (Lead Partner for WP1?) could liaise with the Dissemination lead partner(s) to consolidate the policy documents, bibliographies, websites etc into resource packs on the CORE website, after they have been uploaded to Fronter.
3. These two lead partners have in fact already made significant progress and contributions in this direction but there probably needs to be more explicit co-ordination focussed specifically on creating the resource packs
3. At this stage, work on the resource packs might best focus on downloading or signposting key issues, debates and resources for the target groups of teachers etc wanting guidance in implementing CLIL.

What Needs to be done	When	By Whom

Deliverable 4 mCLIL Handbook June 2012 English

Booklet to support CLIL training course, classroom implementation and project dissemination.

The CLIL Handbook will integrate key elements from the CLIL course together with signposts to further resources for CLIL training and support. It has the

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same indicative content as the course itself but will be in a stand-alone “tools for teaching, learning, and evaluation” format. Both course and handbook will initially be delivered in English with options for partner translation into own languages.

Progress Review Oct 2012

Progress must inevitably depend on developing training course 1 (see below) It might be useful for the lead partners to assemble similar handbooks produced by similar courses, especially those in which partners are involved concurrently (e.g. SAIL Strategies on Assessment for Learning.). See e-mail from external advisor, John Rullestad, 30/9-2012

What Needs to be done	When	By Whom

Deliverable 5 CLIL Training Course 1 September 2012

Accredited Training Course for CPD, HE, and ITT

A 6-day residential CPD course on CLIL implementation for teachers, school leaders, educational advisers and policy makers. Delivered by the partners led by P4. It will be sustainable after the project's lifetime as eligible for EU CPD funding. Indicative contents include: key documents in CLIL theory and practice, practical support materials and guides to the project's website.

Progress Review Oct 2012

1. It was agreed at Mallorca meeting to reschedule delivery date to spring 2013 and this was notified to EU funding agency by the project co-ordinators.
2. Subsequent discussions and planning have been co-ordinated by the lead partners for this WP (Trentino and South Tyrol) and focussed upon « mind maps » circulated and up-dated by them to reflect ongoing discussion.
3. Need to consider .
 - (i) the effectiveness of this mechanism
 - (ii) work demands upon the lead partners as planning for this delivery coincides with the implementation and filming of their case-studies
 - (iii) mechanisms and timing of publicity (see email 30/9/12 above)
 - (iv) accreditation

What Needs to be done	When	By Whom

Deliverable 15 Publicity Materials April 2013 All Languages

Promotion and Marketing Materials

1. Paper and web-based versions of course brochure for primary and secondary school teachers, leaders, educational advisers and policy makers in all EU countries. Available initially in English for two courses delivered within project lifetime.
2. Web-based promotional brochure and introductory guide to project website and its products in the language of each partner, suitable for download and dissemination.

Progress Review Oct 2012

1. Imminent need to plan paper production of course brochure. Lead partners on course delivery in co-operation with external advisor?
2. Little systematic progress on 2 above? Lead partners for dissemination to work with project co-ordinators. Still needs more accessible version of project synopsis

What Needs to be done	When	By Whom

Deliverable 16 Presentations, Papers March 2014 English

Dissemination Materials In English and partner languages:

- 6 resource pack based articles published in refereed and other academic and professional journals;
- 30 Publications and potential publications based on joint presentations for conferences and symposia organised by partners and/or members of their networks;
- 20 Publications such as textbooks, educational pamphlets and teacher guides based on project products such as course handbooks or elements of it.

Progress Review Oct 2012

Needs to be based upon an aggregation and accumulation of materials prepared by partners for dissemination. Needs an integrated approach led by project co-ordinators and external advisors.

What Needs to be done	When	By Whom

Deliverable 17 European Conference on Implementing CLIL Spring 2013 amended to Oct 2011

To be held in Greece to present the project's findings and outcomes. Particular focus on the case-studies and other work within partner's local networks. Members of the latter will be key participants and co-presenters with the partners providing, inter alia, accounts and analyses of their own experience as implementers of CLIL in schools. 500 delegates are expected to attend from Greece and across the EU. Provision will be made for discussion groups in partner languages.

Progress Review Oct 2012

Change date towards end of project lifetime? External advisors and project co-ordinators need to work with lead partners for Dissemination to identify expertise and experience in conference organisation within the partnership as a whole. Need to establish sub-group to take conference planning forward.

What Needs to be done	When	By Whom

Deliverable 18 CLIL for EU Website November 2012

CLIL for EU will be a renewable and sustainable website. During and after the project's lifetime it is:

1. A means of communication and dissemination linking partners, local networks and their networks
2. A resource base for wider and more effective classroom implementation of CLIL
3. An EU-wide forum for discussion and development of CLIL theory and practice
4. A host for the project's and other products for CLIL support and training
Please see also the project's valorisation and sustainability plan in parts E and F of the project description

1.. Both of the websites have been established and populated - Fronter for project management purposes and use by the partners, CORE for wider dissemination.

2. Fronter website is more populated than CORE. Still needs some updating especially on dissemination but is clearly fit for purpose.

CORE is currently being revised to enhance its appeal and accessibility to a wider audience. Priority needs to be given to the creation of resource packs as indicated above in review of progress on deliverable 3.

What Needs to be done	When	By Whom

