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CLIL - Objectives and ResourceKit in Education

Minutes of the 5th CORE project meeting Cordoba, Spain 23rd-26th April 2014

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Luisanna Fiorini	IC Bassa Atesina, IT
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Victor Pavón Vázquez	Universidad de Cordoba, ES
Sandra Perez Costa	Universidad de Cordoba, ES
Olga Salcedo	Gen.Management, the Dept of Education, Balearics

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Dr. Steve T.Molloy External Advisor, UK

John Rullestad External Advisor, NO

Tuesday 8th Oct, travel day, arrival Cavalese, welcome dinner.

Wednesday 9th and Thursday 10th Oct.

Meeting at Tesero lower secondary school,.

Item1 Welcome by Head teacher Candida Pizzardo, and Liliana Amort, teacher at the school and CORE partner.

Introduction to the school and its work on CORE and related projects



Head teacher Cnndida Pizzardo and Liliana Amort welcome the CORE partners to Italy

1.a Dr. Zancanella, president of the Val di Fiemme Community, also welcomed the group to the region with a short introductory speech on the importance the Community attaches to teaching not as a job, but as a mission. *“We educate the next politicians, teachers and scientists, an important part of forming the future.”*

Dr. Zancanella empahized two things in particular:

- (i) The traditional importance of education to the valley community, and its “missionary” aspects, can be seen in the fact that even before compulsory education, the dual role of clergymen as teachers ensured that there was never widespread illiteracy.

- (ii) Three languages are spoken in the region – Italian, German and Ladino – all mutually respected and integrated into the educational system. For him, this is a true example of what Europe should be, speaking and respecting all languages for the well being of everyone.

Item 2. Welcome and Introduction to new delegates and meeting chair

2.a Marina Kollatau was elected chair person. It was **agreed** that the project meeting would keep as closely as possible to the timings on the previously circulated “SCHEDULE FRAME” for the meeting (**Attachment 1**)

2.b New partner representatives were introduced.

Olga Salcedo, from the Dept of Education for the Balearic Islands had been working on the project with her Mallorcan colleagues for one month. She apologized on behalf of her Director of Education, who had expected to attend along with her but had had to return en route due to her duties.

Dovila Puzaitė, from Alytus Youth Centre, Lithuania, replaced a colleague who has left the Centre since the previous meeting. She works, not as a teacher, but an environmental engineer and has been working on the CORE project with her colleagues in Alytus since the beginning of the current school year.

Item 3 Case Studies

3.1 Summary verbal reports were made by Victor Pavon and Sandra Perez Costa, representatives of P6, (University of Cordoba), the Lead Partner for Research and Development. The main points were that:

- (i) The case studies have been evaluated, and reports will be sent to each partner, emphasizing both positive and “negative” features.
- (ii) The protocol circulated as guidance by P6 had been followed to varying degrees, leading to varying relationships between each case studies’ rationale, objectives, procedures, instruments, mode of analysis, research design, and overall time spent.
- (iii) Writing up and any further elaboration of the case-studies should emphasize their overall homogeneity in relation to: the Project’s objectives; the investigation of current real practice; and the relationships between each study’s objectives, characteristics, participants, and research design

3.2 Discussion

MK felt that in their own case study, she and the other Greek partners had done some good work but not perhaps in a narrowly “scientific” sense. This reflected the time and resources available to them within their specific organizational contexts. *overestimated our capability.*

VP supported the view that the case studies were not intended to be narrowly scientific. They were intended to be neither purely anecdotal nor precisely scientific research but “some where in between”, as indicated, more precisely in the circulated protocol

SM suggested likewise that the protocols seemed intended to be not rigidly “scientific” directives. Rather, they seemed to be guidelines as to how the case-studies might illuminate best CLIL practice in different countries, in relation to the specific resources and organizational contexts of each partner. .

3.3 Short summaries and discussion of how each partner’s case study reveals variations in best CLIL practice between countries and educational systems, and their attitudes to language. VP commenting on the work.

Agreed – that VP will send individual comments to each country by the end of 2013 as the basis for a second evaluation

Item 4 Evaluation of first pilot delivery CORE Training Course

4.1. Internal project evaluation. OS, representing P2, reminded delegates that they had evaluated the course delivered earlier this year in Lithuania, at Druskininkai in May. Partners from P2 (Balearics- Mallorca) had conducted both ongoing and “after-the-event” evaluations of its delivery, including the use of formal, anonymous feedback schedules from course delegates.

4.2 Particular strengths emphasised by internal evaluation were:

- (i) the creation and maintenance of a good and supportive working environment;
- (ii) ease and frequency of interaction with expert speakers and practitioners as facilitators,
- (iii) the quality of materials provided and their accessibility through a variety of platforms including wiki-based provision for collaborative preparatory work by course delegates.

4.3 Areas for improvement were also indicated, although the precise meaning and representativeness of these comments were less clear than delegates’ positive responses. The indicated areas were:

- (i) more “down-time” for reflection and relaxation, if possible given the intensity and amount of work done in “class-time” throughout the week;
- (ii) more explicit clarification on the role, function, and content of different facilitators and speakers;
- (iii) address the admittedly difficult issue of balance between theory and practice, given acknowledged need for theories and

concepts on the one hand and, on the other, delegates' enthusiasm for co-operative and collaborative engagement in workshops and practical work drawing upon and sharing their own experience of issues and problems;

- (iv) if possible, more school visits, in smaller groups, with more visits to primary schools included
- (v) may be better as a course for those with some CLIL experience rather than for absolute beginners

4.4 Agreed Action Point.. All of the above, which also fitted clearly with external evaluators' observations (verbally and in interim evaluation report – **Attachment 2**, will be taken into account during preparation for the second delivery of the Course. This will be led by the Italian partners responsible for course design and delivery, in co-operation with the host partners (Mallorca) and the project co-ordinators.

Item 5 Redesign of the Mallorca course October 2014.

5.1 It was **agreed** that this item would be discussed now, in the light of the Course 1 evaluation above, with discussion of Cordoba meeting (April 2014) taken later

5.2 It was **confirmed and agreed**, after further discussion, that the project's EU should run in parallel with the 2nd pilot delivery of the CORE course. Course delegates and Conference participants would be able to arrive on Thursday 16th October. The conference will be held on Friday 17th and Saturday 18th. Conference participants would depart on Sunday 19th October and Course delegates would have an informal programme of discussions, cultural visits, exchange and social interaction

The 2nd phase of this 2nd pilot delivery of CORE course will continue from Monday 20th to Wednesday 22nd October. People giving lectures in the conference can also give lectures at the course. The best will be a combination, visiting schools one day and use the films the other days.

5.3 Key questions

Confirmed that the Mallorca team will deal with conference and the school visits.

Suggested, but not confirmed There should be more than two plenary speakers, maybe a German and a French speaker? There could be key-note speakers in parallel with workshop speakers.

Publicity and marketing for both course and conference must be as early as possible, preferably before Christmas, depending on when the new criteria in the Erasmus+ programme will be published. From January 2014 there are new guidelines; Erasmus+ demands school applications, not individual applications. Schools can send groups of teachers. (**JR has since circulated latest regulations**) **Agreed** that we must keep in mind the distinctiveness of the course from the

conference. They' are separate markets, although the conference programme is part of the course.

Agreed that there should be a separate conference web site and a wiki site for the course delegates with CORE & EU-logos.

5.4 Course Handbook

Agreed that a finally revised version would be available on the CORE website by a deadline of December 15th 2013 and that its structure would incorporate or cross-refer to: abstracts of all contributions t the conference, the DVDs and the introductory pages

Further revision of the handbook would be discussed and implemented in advance of its on-line distribution to the Mallorca course delegates

Item 6 Financial issues

Discussion led by PF, for project co-ordinators. **Main points of agreement:**

- 6.1** All bank account details to be checked, especially new SWIFT codes
- 6.2** Some project money was lost at the Lithuanian course because of too few participants. We need more participants at the Mallorca course to meet our objectives of making the courses self-financing
- 6.3** All expenses details and documentation should be kept in personal files, PF does not need them for the time being, but they must be kept in personal files for ten years.
- 6.4** Important that the partners use the forms they have received for financial reporting, i.e.time sheets, forms for travel, accommodation and food and of course outcomes/dissemination, all to be sent to PF every six months. Maybe be best for each partner to have one person responsible for updating internally at the end of each month
- 6.5** On dissemination details EA drew attention to a "European Schools Project Association" conference from 19th-23rd March 2014 in Bolzano. Among other sessions there is planned to be a workshop about the CORE project.

Item 7. External evaluator's report on progress so far

Dr. Steve Molloy's updated external evaluator's report had been circulated in advance to be lodged on Fronter. It has comments and recommendations on each deliverable in relation to what was promised in the application form and an reminder not to lose the overall focus and to keep in mind what needs to be done, when and by whom, to avoid stress and over work in the final phases. The following specific observations were noted with reference to the items discussed above:

Case studies:

Recommendation 1.4: They should be on both the Fronter and CORE-websites.

Recommendation 2: VP's English version could be translated into each country's language, and be used in pedagogical magazines.

Course Handbook: There could be further discussion of the balance between theory and practice. Case study material and the DVD's should be used more at the second course. (They were not ready until March 2013, therefore could not be used in Lithuania as much as one could wish).



Open-air concert with pupils from Trento. They also gave a wonderful insight in the life and plants in the Dolomites in English - CLIL in practice

Wednesday 11th October: Meeting at Istituto Comprensivo, Bassa Atesina

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- 7.1 The group was welcomed at the primary school in Salorno and the partners split into smaller groups to visit bilingual classes in rotation. All agreed this had offered an excellent insight into best CLIL practice in bilingual class-rooms within a school very well experienced in both primary and secondary teaching



7.2 Official reception EA introduced the local speakers and delegates: Head teacher Christina Capaldi; Sovrintendente Scolastica of Bolzano (Head of the Italian Educational System of the province of Bolzano) Nicoletta Minnei; Leader of the Parents Organization, Juliana Bosceri; Mayor of Salorno, Giorgio Giacomozzi; and the Deputy Mayor Marlene Tabarelli

7.2.1 Head teacher Christina Capalde gave a speech about the “Sistema scolastico” of the region, where increased immigration, has resulted in a need to focus on languages and classes now range from bilingual to multilingual. The rate of immigrant children is higher in the “Italian” schools than in the “German” schools. The fact that schools operate with three different educational systems, the Italian, the German and the Ladino system is very important. The Italian school system operates largely according to the national system, but the German system is adapted somewhat to reflect the needs and aspirations of local communities. It has been felt important and successful to decide to incorporate kindergartens in the school system.

7.2.2 EA explained how schools in the region have been working with languages for more than 200 years. Geography is taught in English, Maths is taught in German, and all languages are taught through hands-on activities. The regions’ schools have been involved in projects with children at different levels. One example is the development of the Albrecht Dürer pathway (below), in tribute to a local artist who walked the paths of the region.



7.2.3 The mayor of Salorno, Giorgio Giacomozzi, talked about the how the historical and political development of border region of South Tyrol had influenced schools and their structures and procedures of language teaching. For example, when the region was part of the Austro-Hungarian Empire, the Empress Maria Theresa had implemented compulsory elementary schools in 1775, approximately one hundred years earlier than in Italy.

In 1918 Trento and Salorno were detached from the Empire. Schools were immediately changed to Italian schools, but could still go on teaching German language. During Mussolini's reign it was forbidden to teach German in schools, but not forbidden to speak German in the streets. In 1943 the fall of the fascist regime brought back the teaching of German and for a while it was forbidden to teach Italian! From 1946 there has been a pattern of two bilingual schools operating within more than one educational system, typically Italian and German, at the same level, in the same buildings.

7.2.4 Nicoletta Minei, head of the Italian education system in South Tyrol, spoke about it and described it as something of a linguistic melting pot. As an example, the University of Bolzano is a trilingual university with Italian, German and English all operating as languages of instruction.

After the visit to Bassa Atesina the group went on to visit and meet at the local community and school of Egna and were welcomed by the Deputy Mayor Giorgio Nones and Elena Elena Fumagalli, a teacher who had taken part in the CORE course in Lithuania.

Final Meeting in Egna

Item 8 Future Planning

Discussion was structured around the updated and previously circulated external evaluator's interim evaluation report (**Attachment 2**) not covered earlier (see above – item 7)

SM introduced and summarised aims of the interim evaluation and its focus upon progress towards each specific concrete deliverable.

As a result of plenary discussion, and discussion on small groups based upon lead partner for each work package, the following main points were **agreed**:

8.1 Deliverable 1: Case-Studies

P6 will document the case studies, in cooperation with other partners, with focus on best practice. Deadline December 2013.

P6 will prepare an introduction to the case studies by the end of February 2014,

P1 and P5 will put the documents on Fronter.

8.2 Deliverable 2 CLIL DVDs

P1 + P6, with advice from external evaluators will look at point (a) – introductory overview for the DVDs by the end of February. Final decisions on points 2b and 2c, largely technical matters, would continue after that February deadline

8.3 Deliverable 3 Strategic Information Packs

P4 and P5, with advice from external evaluators, will address points 3 (a) and (b) relating to short introductions and clarification of the State of Art and case study reports on the CORE website.

8.4 Deliverable 16 Publicity Materials

Course Brochure for Mallorca to be essentially the same as that used for the Lithuania course, but there would need to be an additional one for the conference. Brochures would need to include the conference fee, the course fee and the prices for food and accommodation.

The deadline for application by the dates set up in the new Erasmus + programme is believed to be 17th March 2014.



Last working session of project meeting

Deliverable 16 Presentations. Papers

P1+P6, in consultation with external evaluators, will undertake preparation of key articles for significant publications based upon translations into partner languages of:

- (a) An overview of the State of the Art reports
 - (b) Case-study reports from each partner in relation to their own, specific SoA reports, and
 - (c) A synoptic overview of the case-study findings on “what works where, and why”.
- To be done by Easter 2014.

Deliverable 18 CORE website and relation to Fronter

There had been some problems with the new version of Fronter, address:

<https://fronter.com/rogaland> but these are being corrected

BMV indicated that to facilitate transfers between Fronter and the CORE public website, documents must be given logical names and consistent like Case Study: Norway. It was agreed that a recipe for this would be very helpful and that BM would ask Wenche (Snøball) to give us some guidelines.

It was also agreed that Partners should use the DVDs locally and upload their reflections about their use of them. It would also be helpful to have documents on how Snøball worked with the teachers when they made the films and how they collected material from the teachers.

EA noted that she and colleagues had used the films in Bolzano at a teachers' conference and worked with the questions that are on the web site.

Item 9 Cordoba meeting

VP reminded all that the next project meeting will be April 23rd-27th 2014 in Cordoba.

There are several places that will be interesting to visit: a vocational school, a secondary school, a primary school and a private language school (based on CLIL). The partners will be able to meet and discuss the work of people who collaborate on CLIL implementation with the University of Cordoba.

VP commented that Arabic influence is present in Cordoba and this cultural dimension will be focused upon. All the sessions of the project will be held in VPs in the old Jewish quarter of the City.

Practical information: From Malaga, 30 minutes by train. Single rooms: 70-90 euros.

Close of Meeting

MK, as chair for this meeting, thanked the participants for their good contributions and also for being punctual.

BMV, for the co-ordinators, also expressed thanks to all participants for being so positive and constructive and especially thanked Liliana Amort and Emanuela Atz for organizing the project meeting.