Esiste un legame molto stretto tra imparare a riflettere e imparare a scegliere. Pensare consapevolmente alle scelte passate o future induce i futuri docenti a riflettere sui propri obiettivi e sui propri atteggiamenti.

Fred A. J. Korthagen

Towards the CLIL teacher Reflective attitudes

Corso CLIL in Fisica, Matematica, Scienze Naturali
2012/13

18 December 2013

Luisanna Paggiaro

TEACHER'S IDENTITY

A socio-cultural perspective on teacher-learning posits a central aspect of this process as **the reshaping of identity and identities within the social interaction of the classroom and outside.**

Identity refers to **the differing social and cultural roles** teachers and learners enact through their interactions and during the process of learning. **These roles are not static** but emerge through the social processes of the classroom.

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FACTORS SHAPING TEACHER'S IDENTITY

personal biography
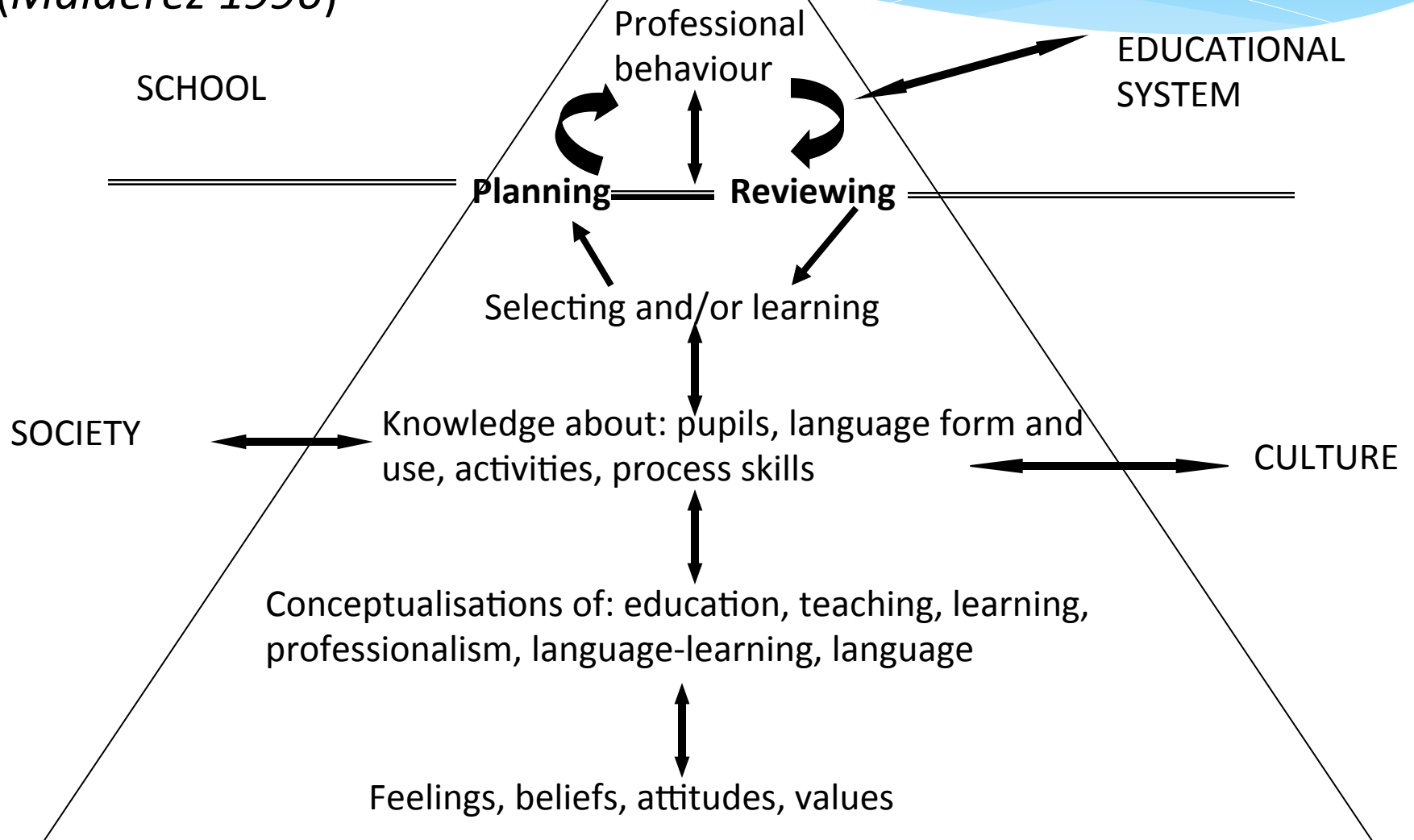
gender

age

culture (school, class, society)

working conditions
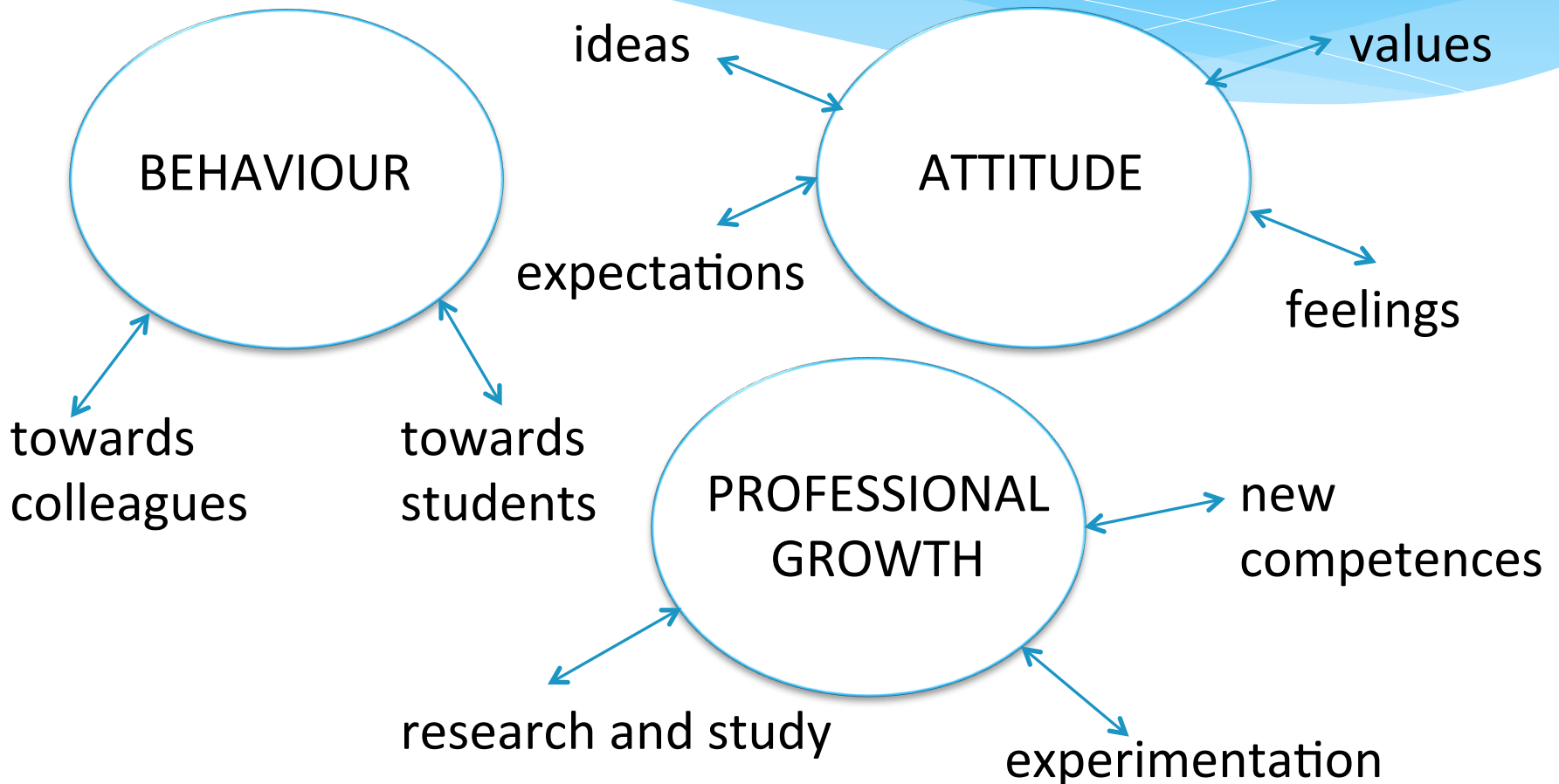
other

The Teacher Iceberg

(*Malderez 1996*)

language proficiency and knowledge

SCHOOL

Professional behaviour

EDUCATIONAL SYSTEM

Planning **Reviewing**

Selecting and/or learning

SOCIETY

Knowledge about: pupils, language form and use, activities, process skills

CULTURE

Conceptualisations of: education, teaching, learning, professionalism, language-learning, language

Feelings, beliefs, attitudes, values

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THE CLIL TEACHER
a new professional profile

What changes getting into a new role as a CLIL teacher?

BEHAVIOUR

ideas

ATTITUDE

values

expectations

feelings

towards colleagues

towards students

PROFESSIONAL GROWTH

new competences

research and study

experimentation

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Areas of the CLIL teacher's competences (1)

The CLIL teacher's competences grid, P.Bertaux, C.M. Coonan, M.J.Frigols-Martin, P.Mehisto (2010), http://lendtrento.eu/convegno/files/mehisto.pdf

The Teacher Competences Grid is a tool for reflecting on and guiding professional development for future and currently in-service CLIL teachers. It is not a list of pre-service requirements for CLIL teachers but represents a skills set to be aimed at.

COMPETENCES:

* **Programme parameters** (defining CLIL; adopting an approach to CLIL);

* **CLIL policy** (adapting it to the local context; integrating it into the curriculum; linking the CLIL programme with school ethos; articulating quality assurance measures for CLIL)

Areas of the CLIL teacher's competences (2)

* **Target language competences for teaching CLIL** (using BICS and CALP; using the language of classroom management; using the language of teaching)

* **Target language competences for teaching CLIL** (using the language of learning activities)

* **Course development** (designing a course)

* **Partnership in supporting student learning** (working with others to enhance student learning; building constructive relationships with students)

The CLIL teacher's competences grid
P.Bertaux, C.M. Coonan, M.J.Frigols-Martin, P.Mehisto (2010),
http://lendtrento.eu/convegno/files/mehisto.pdf

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The history of action research

Kurt Lewin is often referred to as the originator of action research.

In the mid 1940s he constructed **a theory of action research**, which described action research as **"*proceeding in a spiral of steps, each of which is composed of planning, action and the evaluation of the result of action*"** (Kemmis and McTaggert 1990:8). Lewin argued that in order to "understand and change certain social practices, social scientists have to include practitioners from the real social world in all phases of inquiry" (McKernan 1991:10).
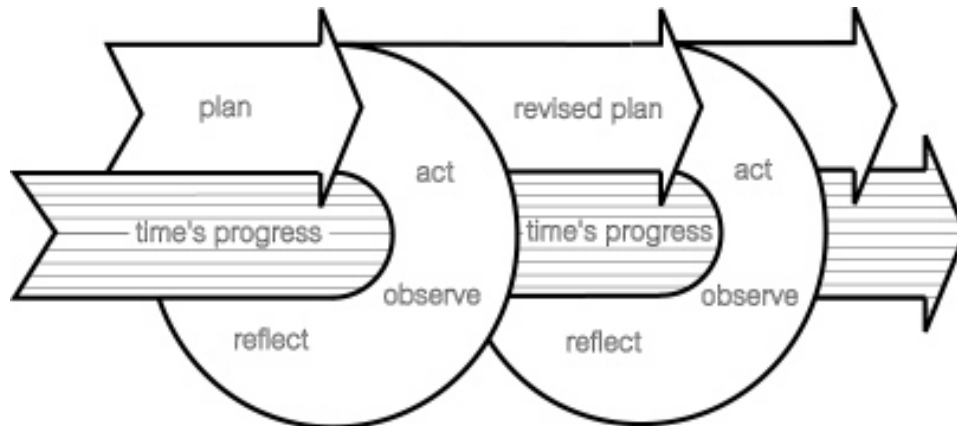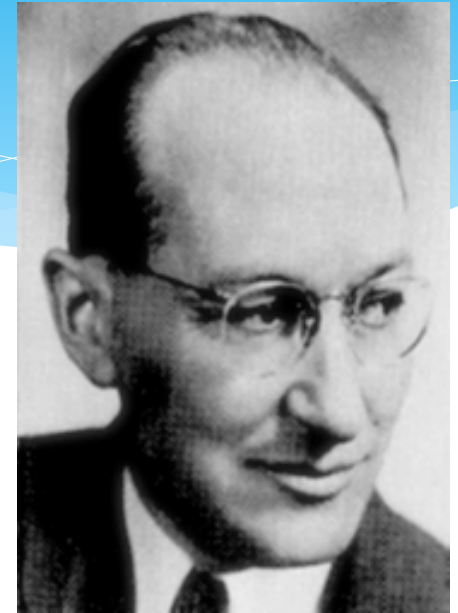
The 5 Cs
- Commitment
- Consideration
- Concern
- Collaboration
- Change

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Action research

Action research is a kind of **exploratory and reflective practice** carried out by teachers in various social contexts in order to:

- improve one's own methodologies and practices;
- better understand attitudes, behaviours, didactic practices;
- observe and reflect on the learning environment to take decisions and bring about changes.

Carr & Kemmis, 1986

There are four basic results:
- ➢ empowerment of participants;
- ➢ collaboration through participation;
- ➢ acquisition of knowledge;
- ➢ social change.

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The tools of action research

- Structured or unstructured log/journal
- Recording/Filming
- Analysis of documents (curricula, tests, reports of meetings, materials for students, etc.)
- Interview
- Checklist
- Questionnaire
- "External eye" (monitoring and evaluating from the outside)

YOUR PDJ

Left- hand page

* Time/date/contextual details
* Description of the session
* Describe critical incidents
* Initial feelings

Right-hand page

* Reflection
* Analysis and evaluation
* Reference to theory (if appropriate)
* Thoughts added during review or tutorials

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4) Framing the experience in a question

What can I /we do….?

THE TEACHER KNOWLEDGE PROJECT

Sentence-Starters for the Experiential-Inquiry Cycle

Donald Freeman

Based on work of John Dewey, David Kolb, Carol Rodgers and others

1) Description

Group describes situation, addressing theses questions:

What happened?

Who was involved?

How did… respond?

Where… ? When….?

3) Intelligent Action

After full description and multiple interpretations, group members offer Intelligent Actions:

One could/we could…

A possible action would be to….

One might try/We could try… .

2) Interpretation

All group members speculate and offer interpretations, addressing these questions:

Why is this question important ?

Why didn't something work?

What other factors may influence what is going on?

I wonder if…

Could it be that… ? Is it possible that….?

SELF-DIRECTED LEARNING

From "outsider" approaches to "insider" ones. Central to self-directed learning are the following processes:

- **Inquiry**: asking questions about one's own teaching practices and seeking the information needed to answer these questions
- **Self-appraisal**: assessing one's teaching and development on the basis of evidence from oneself and others and the ability to critically reflect and a desire to analyze oneself to determine one's strengths and weaknesses
- **Experience**: personal experience becomes the basis and stimulus for learning
- **Personal construction**: meaning is personally constructed by the learner
- **Contextualized learning**: learning takes place in a particular context and social setting and is socially constructed

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* *European Framework for CLIL Teacher Education*, European Centre for Modern Languages- the Council of Europe. http://clil-cd.ecml.at/LinkClick.aspx?fileticket=C0kUO%2BvEc6k%3D&tabid=2254&language=en-GB