

LANGUAGE LEARNING MATTERS

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Report of LLM Regio Programme Meeting in Las Palmas**20-23 February 2013****Thursday 21st February 2013****Goldsmiths and ULPGC meeting: (Patricia Arnaiz Castro, Vicky Grammatikopoulou, Ruth Bailey)****A. Progress so far**

We reviewed our progress against the Regio Programme schedule and agreed that:

1. The website has been created and materials are uploaded. We shared this with the CEP in our meeting as well.
2. The Spanish teachers have shared their films about their school, introducing their work at the last meeting at Goldsmiths Education Department. This is all uploaded on the LLM website.
3. The Southwark partner schools will use cameras to film lessons that they will present and share in the meeting in May 2013.

B. The focus of the 2 expert partners (Goldsmiths and ULPGC)

We discussed the way forward for the two universities as expert partners on the project. We agreed to send an invitation to the partner schools to volunteer about teaching and filming a CLIL lesson. Alternatively, Goldsmiths could liaise with partnership schools on the PGCE and create a film of a CLIL lesson (e.g. Geography/Spanish delivered by Rose, a Secondary PGCE student). Patricia could do this in one of the schools in Las Palmas, e.g. *IES Felo Monzón Grau Bassas* (Secondary School).

The group considered possible profiles of students/teachers who would be representative as case studies for the project. We discussed the complexities and difficulties with identifying the suitable school and lesson.

We agreed to film a secondary lesson in Southwark and a primary one in Las Palmas to have ready our working group meeting in Las Palmas in May. Our aim ultimately is to have one of each phase from both contexts. In terms of editing the footage, we agreed with the initial plan to have it done by a professional, as funding has been allocated for this.



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We agreed that the CLIL lesson needs to be embedded in a scheme of work/series of lessons to allow for rich discussions during the planning and evaluation phases. We also discussed what should be included in the pack. We agreed to create a coaching pack with materials from the whole process and cycle of planning; teaching; reflecting; and evaluating. We agreed that joint planning, as part of the coaching process will be central; it can lead to a greater focus on development rather than assessment.

In summary, we will

1. identify one of the schools on each side for filming a CLIL lesson – one primary, one secondary
2. film the planning session between teacher and mentor/coach
3. film the taught session
4. film the reflection and feedback session between teacher and mentor/coach
5. bring and share the footage and raw material to our meeting in May 2013
6. discuss the editing and writing of the materials in the May working group meeting

We discussed the idea of whether we want to provide input before the planning and teaching session. We shared some models and discussed what we can use as a possible framework. We agreed to share the Goldsmiths template for cross-curricular practice and to explore possible ways of adapting it to the needs of the LLM project.

During the meeting, we looked further into modes of teacher development and support for the partner schools. We considered the principles and features of coaching, the coaching cycles, and coaching as a development tool for teachers. This has been a shift in teacher development in the UK. There are plenty of materials on coaching- we agreed to include this item in our agenda for the next meeting in May, bringing along some examples, which we can adapt by adding a CLIL perspective.

D. Sharing of good practice and dissemination of outcomes

We shared the details of our work on CLIL at Goldsmiths, particularly how we attempted to disseminate good practice. The MFL team are in the process of writing an article in the Language Learning Journal on CLIL. We can present the background and outcomes of our Cross-curricular project in the May meeting.



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During the meeting, the two universities exchanged ideas and strategies to cater for trainees' and schools' needs for development and certification in the area of CLIL. Goldsmiths has been in discussions with the IUFM of Sorbonne in France. They offer a CPD module and exam for CLIL (History, Biology, Physics, and Chemistry) and are looking at a partnership with Goldsmiths for a practice exchange element. This is an interesting initiative to formalize CLIL teaching as a specialism and qualification; it also opens possibilities for certificating it. In Spain, teachers can obtain a certificate for the language level, but not for CLIL. The question of formalizing it is interesting in the discussion of establishing CLIL and sustainability. This could be a model for CPD, which both sides want to further explore.

Joint meeting with CEP:

On Thursday afternoon, we had a joint between the two universities and the CEP Las Palmas (CEP: Yasmina Figueroa Hernandez, Jose Luis Arbona and Pilar Brisson) where we shared the main points and outcomes of the morning session. We focused

- a. on selection of schools for the filming of CLIL sessions and
- b. on the planning of our next meeting with all parties of the project.

Yasmina suggested Cecilia in San Jose Artesano for the Primary session. She agreed to look at possible candidates for Secondary as well. Possibilities are *Vega de San Mateo* for Maths CLIL and *Felo Manzon* for Music. We shared details about the LLM website; we looked at areas and documents. We also discussed how teachers can keep updated and strengthen their subject knowledge. We looked at the use of social media to share practice and debates about education, blogs with resources and articles.

E. Planning for the May meeting in Las Palmas, Gran Canaria

We discussed what could/should be included in a draft programme for the May (22 - 25th) meeting, which then will be finalized by Judith and Chris:

- Goldsmiths and Las Palmas need to have a working group meeting to scrutinize the footage and discuss editing and the coaching framework and work on the CLIL materials. This can be scheduled for Thursday morning, when teachers are on school visits.
- Thursday and Friday morning: school visits (one Primary, one Secondary)
- Thursday and Friday afternoon: meetings at the CEP



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- On Thursday (23 May) the CEP is organising a conference (congress) where head teachers are sharing practice across different educational contexts. The Regio partners invited to participate in the afternoon (for one or two hours). There will also be a presentation about the LLM Regio programme. It would be good to have also at least one head teacher from Southwark joining the discussions at the conference. (Chris to liaise with Southwark HTs?)
- The group suggested that we should have only 2 presentations each day (one Sp/one UK), as we need to have enough time for discussions and debates afterwards.
- The presentations should be followed by workshops (separate primary/secondary) for sharing good practice. Teachers could be asked to bring along a resource, film, planning-related to cross-curricular work-, which they can share with the partners. For these sessions we thought that it would be important to allocate chair/moderators who then will report back to the whole group, as it is important for working groups to share their outcomes.
- On Friday, we need enough time for the evaluation and to set the targets and the agenda for next meeting. Yasmina suggested that we should have a structured evaluation session at the end; we agreed that she would liaise with Chris on this. It could be done in smaller groups; possibly have question sheets in smaller groups to write their comments.
- Chris and Judith may want to do a session on how to use the website

Friday 22nd February

F. Framework to use for the coaching materials and process.

In the meeting between the two universities, the Goldsmiths group presented materials that are used in teaching about the approach of CLIL on the ITE course. We discussed the theoretical framework in length and agreed on the main principles for CLIL. We discussed the implications for planning and agreed the main features of the planning template for the SOW (3 lessons) and designed a draft template for lesson planning that incorporates content of the subject and language. We agreed that we would discuss one lesson in detail with the teachers are going to be filmed. We agreed to work on the Goldsmiths template to make it more generic and send it to Patricia Arnaiz Castro for her feedback. We will then finalize this it by the end of March.



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