PROGETTO E-CLIL. RICERCA-AZIONE
PRIMO CICLO:
“CLIL: Changing Learning Into Living”

ICS ALDO MORO - 28 ottobre 2017
Paola Martini – USR Lombardia
Bilingual Education

Focus on literacy = linguistic education in L1 and FL
Focus gradually shifting from literacy to **content**
Tiny nuggets of…. CLIL

Language is used to learn as well as to communicate.

The subject matter determines the language that students need to learn.

ICTs and new technologies are strongly advised. It attempts to follow the 4Cs or 6 Cs curriculum: Content, Communication, Cognition, Culture + Creativity, Critical Thinking.

It includes elements of all four language skills.

Paola Martini, October 28th 2017
There are no recipes!

Reflective Teaching!!

(Marzano:2009)
How can this image be connected to my activity as a teacher?
Teaching is not just what happens in the classroom!

THINK ABOUT THINKING ABOUT THINKING = METACOGNITION
PISA rankings have pointed out that Italian teachers need time …… to think!

LET’S THINK OF …

1. My ideal classroom activity
2. If I could do 1 activity, which one would it be?
3. If I had to skip 1 activity, which one would it be?
4. How could a teacher accommodate me (as a weak/strong student)?
THINK OUT OF THE BOX! DO THE OPPOSITE!

Think of alternatives to what has always been done around!
ACTION RESEARCH

REFLECTION AND LEARNING (Kolb, 1984)

Data gathering and problem diagnosis

Planning: making a hypothesis of a solution

Doing: actual experience, trying out solutions

Observation: hypothesis testing – what happened?

Reflection: analysis and evaluation – did it work?

Report findings: sharing results

Data gathering and new problem diagnosis

Amending plan: new hypothesis being made

Paola Martin, October 28th 2017
ACTION RESEARCH

Amending plan: new hypothesis

Data gathering, problem diagnosis

Planning: hypothesis making

Doing: actual experience

Observation: hypothesis testing

Reflection: analysis and evaluation

Report findings: sharing results

Data gathering, problem diagnosis

Paola Martini, October 28th 2017
How can I become an effective teacher?

Paola Martini, October 28th 2017
TEACHERS NEED

• Clear rules, professional guidance;
• Platforms, repositories available to teacher communities and school networks;
• Ready-made materials (texts, worksheets, tasks, audio-visual)
• To pick and choose from
• To tailor on class and sts’ specific needs:
• Special sts (smart > disrupt) (slow> fall behind)

Paola Martini, October 28th 2017
eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe!

www.etwinning.it  (Italian platform)
www.etwinning.net  (European platform)
Joining a learning platform

**CONS**
- Time taking: planning beyond school time
- Changes: mobilities abroad
- Personal involvement: self-study for training and certifications
- More work for school staff

**PROS**
- Arouse students’ and teachers’ motivation
- Improve students’ and teachers’ competences
- Pave the way to teachers’ career development
- Change the school ecosystem

Paola Martini, October 28th 2017
Bilingual Education and CLIL

WHAT? Any DNL or non-linguistic subject

HOW MUCH? From 20% to 50% of the syllabus or ministerial programme

Threshold level (referred to ‘obiettivi minimi’)

WHY? To accomplish activities people do outside the classroom, in the real world

ASSESSMENT: both discretely and altogether

ADVANTAGE: European Key Competences or 21° Century Skills for lifelong learning

Paola Martini, October 28th 2017
The more languages the better.

WHAT LEVEL OF COMPETENCE?
The teacher’s level of language mastery must be at least one step ahead of the students’ level in the TL.

The students’ awareness of their language acquisition progress is secondary to their content involvement.

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Won’t students lose ground in content mastery and language proficiency?

• Jim Cummins advances the theory that there is a common underlying proficiency (CUP) between two languages.

• Skills, ideas and concepts students learn in their first language will be transferred to the second language.
WHEN can we start doing CLIL?

Any age will do!

It is suitable to any learner because

- It uses a hands-on approach and **task-based**, manipulative activities.
- It has an **inclusive** aim and privileges ‘**cooperative learning**’.
- It relies on **scaffolding** strategies.

Paola Martini, October 28th 2017
WHY CLIL?

• Leads to global citizenship
• Prepares for future studies/occupations
• Scaffolds students with SEN
• Boosts school image

Draws more students
Builds teams
Raises motivation
Fosters a cross-cultural dimension

Paola Martini, October 28th 2017
CLIL

Institutional CLIL: second cycle

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CLIL TEACHER 2° CYCLE

- Non-Language teacher, with specific teaching qualification

- C1 certified Level - communicative competence

- University Master Course in CLIL methodology (20 CFU or 60 CFU)

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CLIL

Experimental CLIL: first cycle

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CLIL TEACHER 1° CYCLE

Subject Requisite

• Kindergarten or primary school teacher
• Non-Language teacher, with specific teaching qualification

Language Requisite

• B1, B2 or above certified Level - communicative competence

Methodology Requisite

• Master Course in CLIL methodology (to be defined)

Paola Martini, October 28th 2017
Teacher Training National Plan 2016-19

In-service training becomes

- mandatory
- permanent
- structural

All permanent Italian teachers, about 750,000 people, are being involved and 130,000 teachers are involved in language training for all foreign languages and CLIL.

Paola Martini, October 28th 2017
Professional Development

- Newly Qualified Teacher
- Permanent Teacher

- Vice Principal
- Principal/Headteacher
- Teaching Inspector

- Teacher-Trainer
- Text-author
- Researcher/Scholar

Paola Martini, October 28th 2017
THE TEACHER’S PORTFOLIO

Each teacher will have a digital portfolio collecting his/her PERSONAL CURRICULUM:

• Professional registry: qualifications, certifications, publications, further professional experience
• Training history: paths and results
• Teaching activity: planning, implementation, links to online resources
• Individual personal development plan: proposals in professional individual development

The Portfolio will be partly public, partly personal.

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Recognition of the best trainers:

- people are the foundation of the training
- 1500 trainers in every school order and grade
- Strengthen international collaboration and training abroad

(beyond Erasmus+) 4 milion euros per year will be allocated on teacher trainer training abroad.

Paola Martini, October 28th 2017
Future CLIL courses

• MIUR has not yet officially declared when more CLIL language and methodology courses will be funded (cfr. DD n. - 6 16/04/2012).

• Seven months after the launch of the Training Plan, CLIL language and methodology courses started being implemented by training school networks (poli formativi), operating as per MIUR prot. n. AOODGPER.1522 - 13/01/2017.

• CLIL courses offer a few training hours (15-30 hrs vs 20 CFU)
<table>
<thead>
<tr>
<th>DESTINATARI TARGET</th>
<th>Azioni formative</th>
<th>docenti coinvolti</th>
<th>Periodo della formazione</th>
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<tbody>
<tr>
<td>Formatori</td>
<td>Formazione linguistica e metodologica</td>
<td>1500</td>
<td>2016-18</td>
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<tr>
<td>Docenti scuola infanzia A0&gt;B1</td>
<td>Formazione linguistica a livello B1 con elementi di metodologia didattica innovativa</td>
<td>10.000</td>
<td>2016-19</td>
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<tr>
<td>Docenti scuola primaria A1&gt;B1 e B1&gt;B2</td>
<td>Formazione linguistica a <strong>livello B1</strong> Formazione linguistica a <strong>livello B2</strong> con elementi di metodologia didattica innovativa <strong>Docenti a livello B2: metodologia CLIL</strong></td>
<td>10.000 25.000</td>
<td>2016-19</td>
</tr>
<tr>
<td>Docenti LS secondaria I grado</td>
<td><strong>Potenziamento linguistico</strong> e elementi di metodologia didattica innovativa</td>
<td>10.000</td>
<td>2016-18</td>
</tr>
<tr>
<td>Docenti DNL secondaria I grado A1&gt;B2</td>
<td>Formazione linguistica <strong>livello B2</strong> propedeutico al CLIL</td>
<td>10.000</td>
<td>2016-19</td>
</tr>
<tr>
<td>Docenti LS e DNL secondaria I grado</td>
<td>Formazione metodologica CLIL in team</td>
<td>15.000</td>
<td>2017-18</td>
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Paola Martini, October 28th 2017
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<tr>
<td>Docenti LS scuola secondaria di II grado</td>
<td><strong>Potenziamento linguistico</strong> con elementi di metodologia didattica innovativa</td>
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<td>2016-19</td>
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<td>Docenti LS scuola secondaria di II grado</td>
<td><strong>Formazione metodologica CLIL</strong></td>
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<td>2017-18</td>
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<tr>
<td><strong>Docenti DNL secondaria II grado</strong> B1&gt;C1</td>
<td>Formazione linguistica <strong>livello B2 &gt; C1 propedeutico al CLIL</strong></td>
<td>20.000</td>
<td>2016-18</td>
</tr>
<tr>
<td><strong>Docenti DNL secondaria II grado</strong> Docenti DNL CLIL</td>
<td><strong>Formazione metodologica CLIL</strong></td>
<td>10.000</td>
<td>2017-18</td>
</tr>
<tr>
<td>MIUR</td>
<td>Cabina di regia nazionale della formazione</td>
<td>stabilisce le priorità, ripartisce le risorse: Piani Nazionali</td>
<td>elabora gli standard di qualità e monitoraggio dei risultati delle attività</td>
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<tr>
<td>USR</td>
<td>Task force regionale</td>
<td>Accompagna, promuove e supporta le reti di scuole, stipula accordi e valorizza le risorse accademiche e professionali</td>
<td>Struttura ´banche dati´ di repertori di progetti positivamente realizzati</td>
</tr>
<tr>
<td>SCUOLE</td>
<td>progettano in rete di ambito e di scopo all’interno degli ambiti territoriali</td>
<td>Si coordinano con altri poli formativi: i 1321 ambiti ricevono 25 milioni di euro ogni anno, per tre anni</td>
<td>organizzano la formazione: redigono il Piano di Formazione di Istituto</td>
</tr>
</tbody>
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New School Regional Network of 1° cycle schools in Lombardy «Eccellenza CLIL»
AIMS of the network «Eccellenza CLIL»

- Gradual broadening of the network to schools with requisites
- Spreading internationalization in the curriculum all over the regional area
- Sharing good practice among active schools

USR doc. 23895 - 13/12/2016 (launch)
http://usr.istruzione.lombardia.gov.it/20161213prot23895/

USR doc. 13045 – 08/06/2017 (results)
http://usr.istruzione.lombardia.gov.it/20170608prot13045/

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6 REQUISITES

1. Three year time span continuity (kindergarten and lower secondary) and five year continuity (primary);

2. To rely on in-service certified and qualified staff;

3. Involvement of at least 50% of the school classes in bilingual education or CLIL tuition;

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4. Bilingual education implementation for at least **5 hrs per week - primary school**;

5. CLIL methodology implementation for min **20 hrs per year - lower secondary**;

6. Bilingual education or CLIL in at least three subjects, verticalizing min one subject from primary to secondary.
There is no elevator to success: you have to take the stairs!

Paola Martini, October 28th 2017
Language Exam Boards recognised by MIUR

AOODPIT 10889/2012 and 118 Feb/2017, its latest integration
http://hubmiur.pubblica.istruzione.it/web/istruzione/dg-personale-scolastico/enti-certificatori-lingue-straniere

Paola Martini, October 28th 2017
Language Exam - Italian Legislation

- DM 07/03/2012 defines the requisites for recognised certifications in foreign language communicative competences for school staff
- DD AOODGAI n. 3889/2012 presents the first list of the exam boards recognised by MIUR for the certifications in foreign language communicative competences for school staff
- AOODPIT prot. n.118/2017 is its latest integration
ENGLISH LANGUAGE

CambridgeESOL,
City and Guilds (Pitman)
Edexcel/Pearson Ltd
Educational Testing Service(ETS)
English Speaking Board(ESB)
International English Language Testing System (IELTS)
Pearson - LCCI;
Pearson – EDI;
Trinity College London
Department of English, Faculty of Arts - University of Malta
National Qualifications Authority of Ireland - (NQAI - ACELS)
Ascentis
AIM Awards
Learning Resource Network (LRN)
British Institutes
Gatehouse Awards Ltd

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Article 2 -

• Those who are involved are supposed to check that certifications, achieved or to achieve, point out the candidate’s communicative competence level both in the receptive and in the productive skills (Listening, Speaking/Interaction, Reading, Writing), specifying the detailed evaluation referred to each skill (art. 3 in DD 12, July 2012).

Paola Martini, October 28th 2017
Free reference CLIL modules 1° cycle

- [http://www.clil.istruzione.varese.it/](http://www.clil.istruzione.varese.it/) CLIL modules validated by MIUR
- [https://www.teachingenglish.org.uk/teaching-kids/resources?WT.ac=navigation](https://www.teachingenglish.org.uk/teaching-kids/resources?WT.ac=navigation) British Council site for kids, including CLIL materials
- [http://www.clilexcellence.education/](http://www.clilexcellence.education/) platform of BEI schools in Lombardy

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Free reference CLIL materials
1° cycle

- [http://www.teacherplanet.com/lessonplans4teachers](http://www.teacherplanet.com/lessonplans4teachers) supporto alla progettazione e implementazione di CLIL units (livello A 2)
- [www.teach-nology.com](http://www.teach-nology.com) teacher time savers, worksheets and templates

Paola Martini, October 28th 2017
Free on-line teacher training
British Council Modules

• https://teachingenglish.english.britishcouncil.org/ContentPage.aspx?PageID=14757eebd55e-44c6-de84-d1b200227f8e
  self-assessment

• https://teachingenglish.english.britishcouncil.org/student/Catalogue/CatalogueCategory.aspx?id=9036fb1b-8690-4c76-a8c0-bf0dfe8bcb37
  Get Started +Special Educational Needs (SEN)
On-line educational games

• [www.english-4kids.com/videos.html](http://www.english-4kids.com/videos.html)
EFL activities for Kids, Pre-school and Primary English Learners

• [www.kizphonics.com/materials/worksheets](http://www.kizphonics.com/materials/worksheets)
Printables, games, to teach young learners to read and spell English words

• [www.eslgamesworld.com](http://www.eslgamesworld.com)
Fun games and templates, different levels

Paola Martini, October 28th 2017
eTwinning

• [http://etwinning.indire.it/esperienze/](http://etwinning.indire.it/esperienze/)
Materie-CLIL-esperienze di progetto
• [https://www.etwinning.net/en/pub/collaborate/modules.htm](https://www.etwinning.net/en/pub/collaborate/modules.htm)
Brevi moduli di attività hands-on da incorporare in progetti eTwinning e lezioni di qualunque materia, anche in didattica CLIL
Free reference teacher support

• [www.teacherplanet.com](http://www.teacherplanet.com)
• [www.Lessonplans4teachers.com](http://www.Lessonplans4teachers.com)
• [http://blog.sproutenglish.com](http://blog.sproutenglish.com)
• [www.islcollective.com](http://www.islcollective.com)
• [http://www.listenaminute.com](http://www.listenaminute.com)
PAOLA MARTINI – USR Lombardia – Milano, 28.10.2017

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