# Continuing Professional Development and CLIL

Due to the fact that CLIL is not an approach that is common to Initial Teacher Education, this CLIL training programme has been designed to support you not only with you initial experiences with CLIL but also with ongoing support as we move into the future.

Our aim is to supply you with the tools and skills required to deliver CLIL so that you can then develop your own practices according to the different contexts in which you work.

Aside from the initial training you will receive, you will also be supported by a (virtual) community of practice) and an opportunity to take part in the LOCIT observation process (see below).
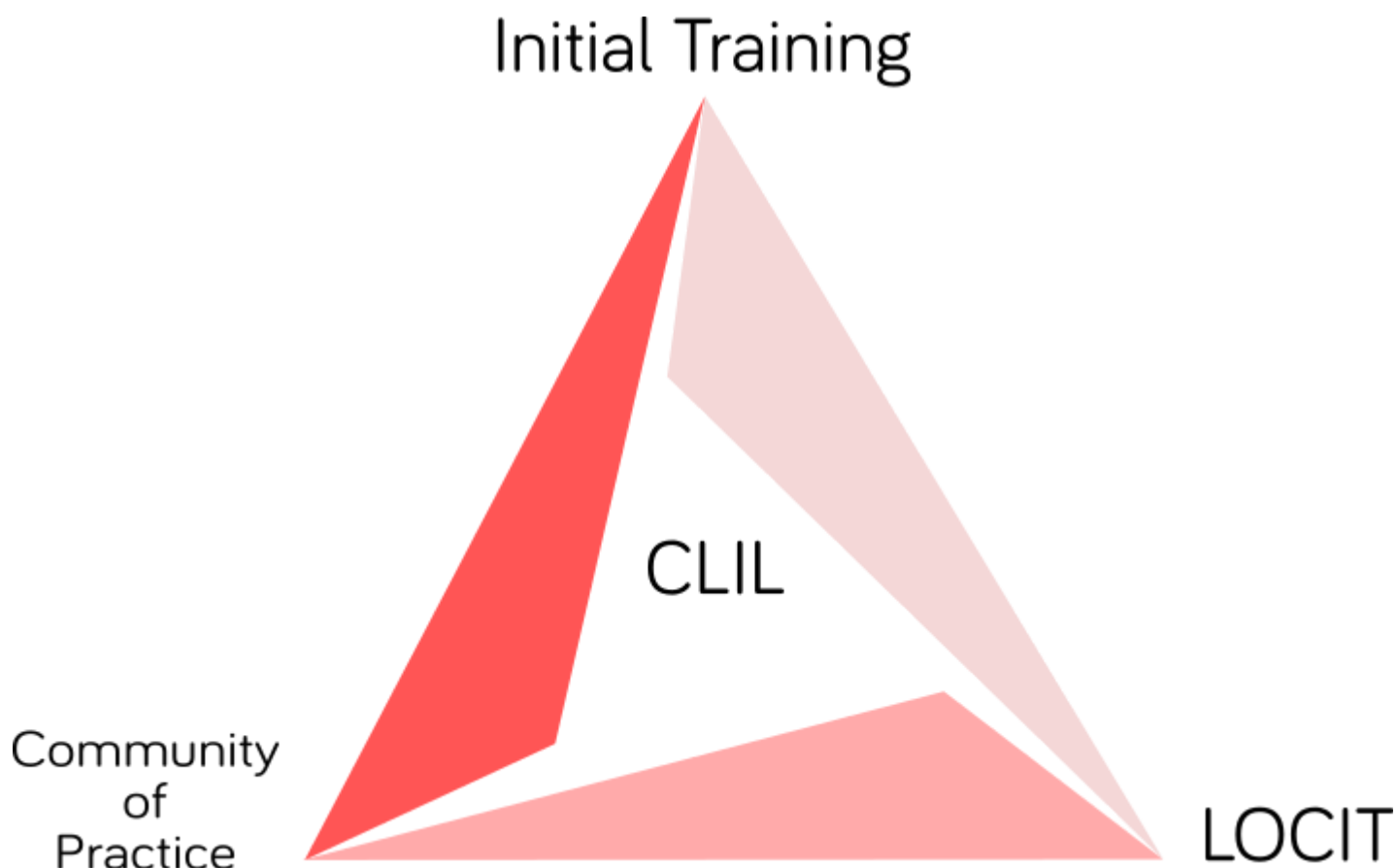
## CLIL Teacher Competency Framework

This was designed in conjunction with the European Framework for CLIL Teacher Education. The competencies outlined here are those expected of a CLIL teacher within the Irish context. Many of the competencies are examples of good practice but when viewed within a CLIL context should be considered slightly differently.

The purpose of this document is for you to reflect on your starting, middle and end points of the CLIL training process. Evidently, your progress towards demonstrating these competencies is ongoing and will continue beyond your training.

## (Virtual) Community of Practice (CLIL)

*"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly."*

Wegner-Trayner 2015

There are 4 essential characteristics of our CoP for CLIL:

| Domain | Community |
|---|---|
| The shared domain of interest is CLIL. | You will form a community as you interact, share, discuss and reflect. |
| **Practice** | **Virtual** |
| You are all practitioners who share resources, experiences, tools and challenges. | You will be working virtually as well as face-to-face so that the CoP is not limited to a particular time, place, and |

*Collectively, you innovate, address challenges, invent new practices and create new knowledge as practitioners and learners.*

## Activities typical of a CoP

Here are a few typical examples of the types of activities that we undertake in a CoP.

| Problem solving | "Can we work on this design and brainstorm some ideas; I'm stuck." |
|---|---|
| Requests for information | "Where can I find the code to connect to the server?" |
| Seeking experience | "Has anyone dealt with a customer in this situation?" |
| Reusing assets | "I have a proposal for a local area network I wrote for a client last year. I can send it to you and you can easily tweak it for this new client." |
| Coordination and synergy | "Can we combine our purchases of solvent to achieve bulk discounts?" |
| Building an argument | "How do people in other countries do this? Armed with this information it will be easier to convince my Ministry to make some changes." |
| Growing confidence | "Before I do it, I'll run it through my community first to see what they think." |
| Discussing developments | "What do you think of the new CAD system? Does it really help?" |
| Documenting projects | "We have faced this problem five times now. Let us write it down once and for all." |
| Visits | "Can we come and see your after-school program? We need to establish one in our city." |
| Mapping knowledge and identifying gaps | "Who knows what, and what are we missing? What other groups should we connect with?" |

## Being virtual

There are various ways in which we can operate as a vCoP. In this instance, we are advocating the

use of Slack. This is an online workflow platform that brings together the best of email, discussion boards, Google drive and mobile technologies.

The advantage of this platform is that it keeps everything in a single, searchable place and acts as a repository of your discussions.

You will be given training on how to use Slack as well as establish some CoP rules for sensible usage.



## LOCIT
### Lesson Observation Critical Incident Technique

In order to continue to develop as CLIL practitioners, we must first recognise that within our community we are also learners. LOCIT is one of the most highly recommended ways of enabling practitioners to reflect on their practice.

The LOCIT process involves practitioners working closely with a colleague, a critical friends or another CLIL teacher in the project. The most important aspect of this relationship is that it is built upon  professional trust.

The LOCIT process involves the observation of a CLIL lesson (LO) followed by a conversation based on the Critical Incident Technique (CIT) for reflection and collegial support.

### Stage 1: Lesson Observation

a) The teacher to be observed decides which lesson will be targeted
b) This is agreed with the observing teacher
c) The teaching being observed highlights 2-3 areas of practice that the observer should focus on. The observation should only focus on these areas unless otherwise agreed. Some recommended areas of practice could include Cognition, Culture, Communication and Content.
d) The lesson should be recorded using AUDIO or VIDEO. This should be undertaken according to the rules in your school.
e) The observer watches the lesson and makes a few chronological notes (see form below). The observer simply notes down teacher activity and student activity to act as an aide-memoire.
f) Immediate feedback can be provided informally, but teachers should agree to meet when each observer and observée have observed each other to move onto the next stage.

## Stage 2: Critical Incident Technique Analysis

a) Based on the criteria decided before the lesson observation both observer and observée find 4-5 examples within the AUDIO or VIDEO recording that exemplify (or not) the observation targets agreed.  These are the Critical Incidents.
b) Each CI is discussed according to how it exemplifies your observation objectives or not and reflect on how the practice can be improved.
c) This is a private process and the results of this should not be shared with anyone (unless agreed to) beyond the observation and meetings.

**CLIL Lesson Observation Sheet (PRIVATE)**

Lesson Date:                                        Observation Foci:
Time:
Content:
Language:

| Time | Teacher Activity | Student Activity | Learning (✓) |
|------|------------------|------------------|--------------|
|      |                  |                  |              |