Outline workshop

- Aim of project

- Whole school approach

- Quality assurance

- Curricular spider web + quality assurance format

- Testing two instruments

- Questions and discussion

Aim of OSCE project

- One Stop CLIL Europe = OSCE One Stop CLIL Europe – Erasmus+ project One Stop CLIL Europe

- Aim: high quality CLIL education

- In our 'one stop shop' we will offer a whole school approach that supports school leaders, language and internal quality coordinators, CLIL, language and other teachers, and initial teacher trainers

- Development of a harmonized set of texts and tools with regard to curriculum realization, didactics and pedagogy and quality assurance

Whole school approach (1)

- What is your association with a 'whole school approach'?

- Please go to menti.com and enter the code: 31871417
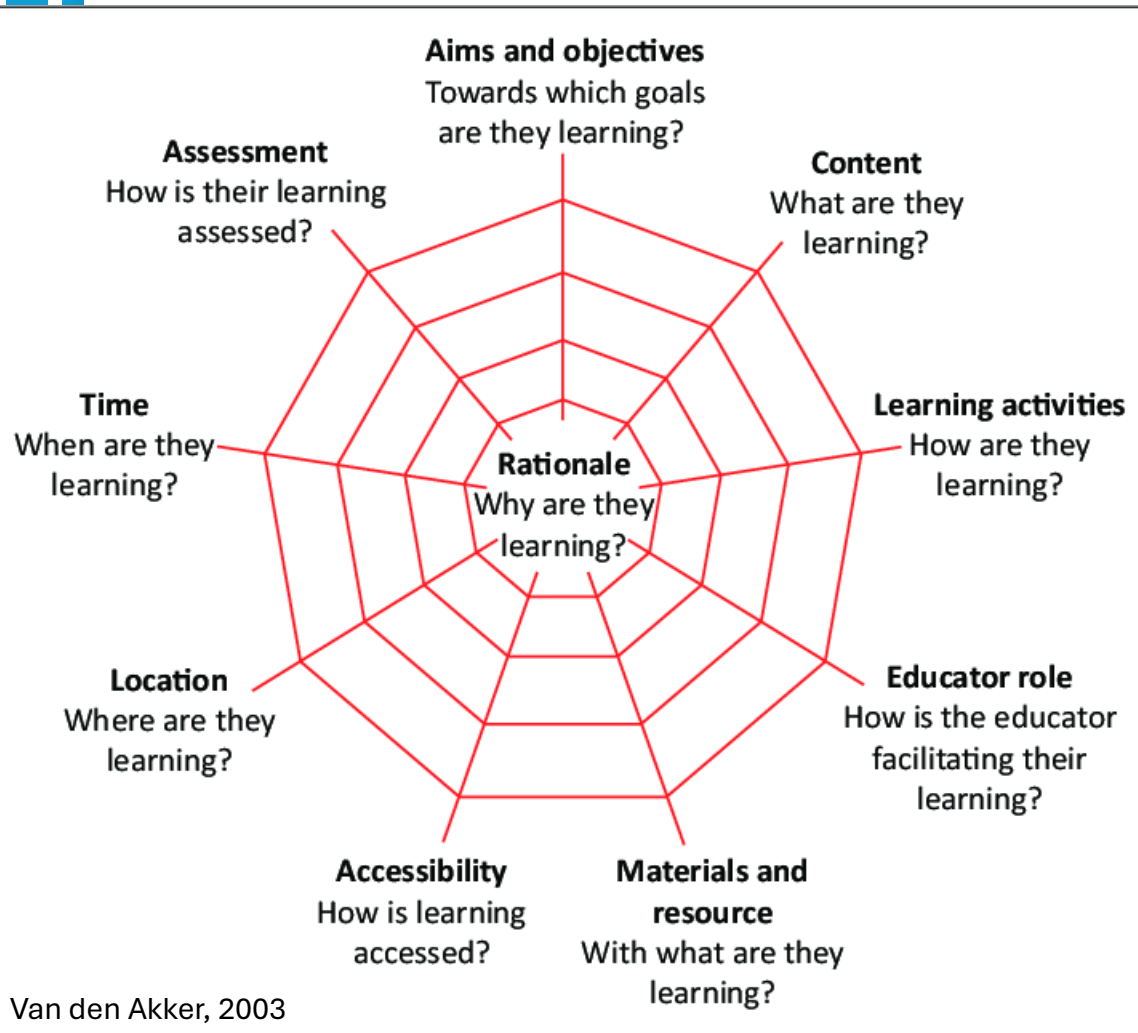
Whole school approach (2)

- 'Involving the whole school (school leaders; language and internal quality coordinators; CLIL, language, and other teachers; pupils; and parents) in optimizing the organization and realization of the CLIL curriculum, which, in turn, positively impacts the rest of the curriculum. The whole school approach thus not only guarantees high quality CLIL education, but benefits other pupils as well' (source: OSCE position paper)

- All teachers, all subjects, all languages

Quality assurance (1)

- Systematic processes to ensure that educational institutions meet and maintain high standards of quality, equity, and efficiency

- Encompasses school self-evaluation, external evaluation (including inspection), the evaluation of teachers and school leaders, and student assessments (EU, n.d.)

- 'Quality assurance is all about effective communication' (Frater, 2021)

Curricular spider web (1)

Aims and objectives
Towards which goals are they learning?

Content
What are they learning?

Assessment
How is their learning assessed?

Learning activities
How are they learning?

Time
When are they learning?

Rationale
Why are they learning?

Location
Where are they learning?

Educator role
How is the educator facilitating their learning?

Accessibility
How is learning accessed?

Materials and resource
With what are they learning?

Van den Akker, 2003

- a framework of concepts that tackle specific questions that guide curriculum development (Van den Akker, Fasoglio & Mulder, 2010)

- a change in one concept during curriculum development results in a domino effect that affects other concepts (Berkvens, Van den Akker & Brugman, 2014)

- every chain is as strong as its weakest link (Van den Akker et al., 2009)

In: Makumane & Ngcobo, 2021

Curricular spider web (2)
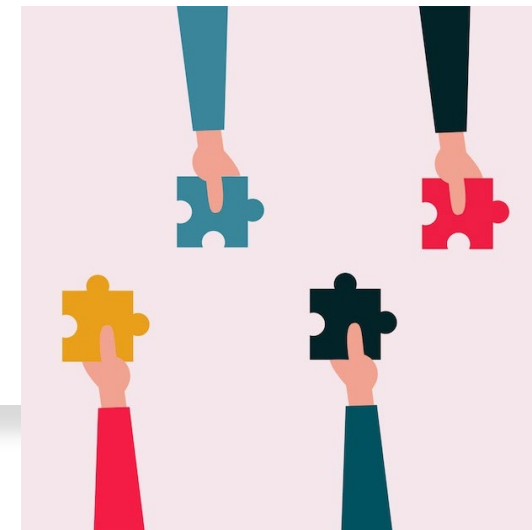
Our approach

- Using the curricular spider web as a framework for quality assurance of CLIL education from a whole school approach

- Incorporating all ten strands in a self-developed format

Focus at 'plan' and 'check'

Quality assurance framework (1)

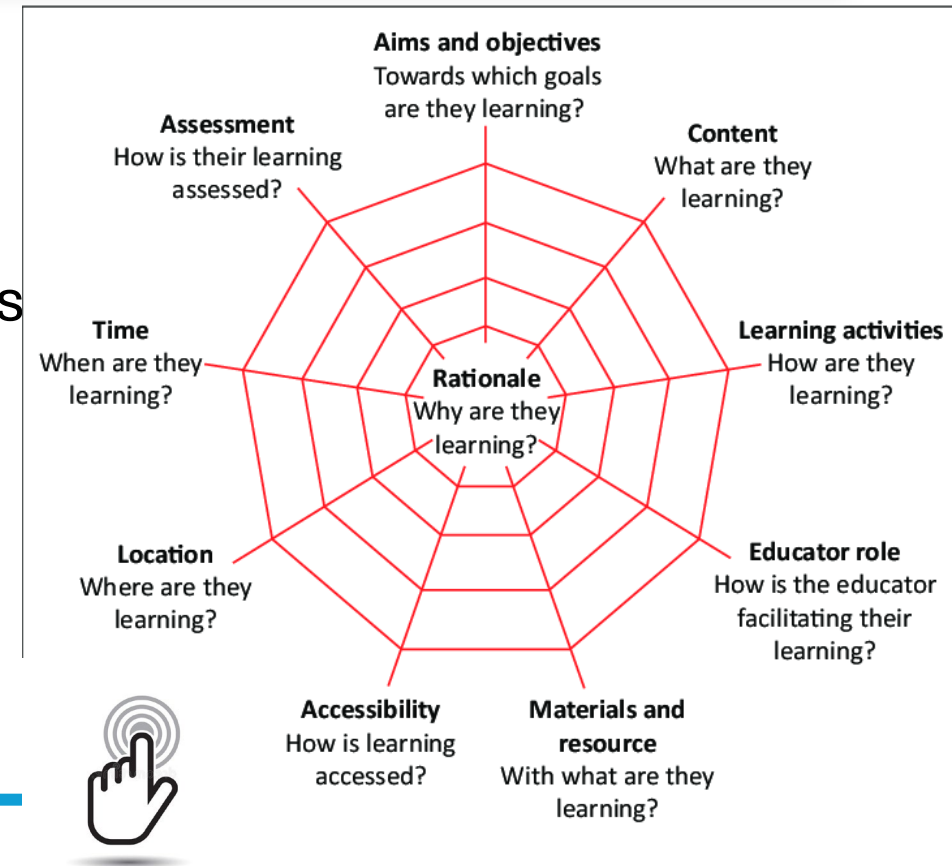| Quality assurance framework for working with CLIL from a whole-school approach				
Spider Web Strand	**Design Principle**	**Example**	**Checklist**	**Useful Tools and Links**
Rationale	Formulate a vision on language learning and teaching, and on leveraging multilingualism	Students are met with a language-rich environment in which all languages are welcome, and where teaching and learning language goes hand in hand with learning subject-specific content in every lesson (CLIL and non-CLIL). Students are given the opportunity to prepare well for the multi)lingual challenges of higher education and society at large.	The school… • Has an understanding of the home languages and educational needs of the student population • Knows how these characteristics and needs can be translated into the curriculum (CLIL and non-CLIL) • Has a vision on the teaching and learning of language and (subject) content • Has a vision on effective multilingual education based on functional multilingual learning • Has a vision on a language-rich learning environment	• School-level language policies: What are they and (why) do we need them? | BERA • Nuffic Standard for Bilingual Education

Quality assurance framework (2)

Spider Web Strand	Design Principle	Example	Checklist	• Useful Tools and Links
Learning Activities	Outline the tasks at both school and teacher level that are essential to ensuring that pupils are challenged and supported both in terms of language and subject-matter in CLIL and non-CLIL classrooms	Students take part in state-of-the art learning activities that are engaging, varied, interactive and supported by adequate (language) scaffolding. They participate in activities that stimulate language production, as well as content knowledge and skills.	Teachers… • Create ample interactive learning activities that are both language and content-focused • Implement learning activities in which students are challenged to produce both written and spoken language, • Utilize didactics from language-sensitive content teaching and functional multilingual learning by, for example incorporating translanguaging strategies • Provide on-going feedback, feed-up and feed-forward during and after learning activities	• Nuffic Standard for Bilingual Education • TVO-Kijkwijzer • Zelfscan: Hoe rijk is je taal in de les? • The knowledge base of CLIL teaching in multilingual primary education settings: Good Practice Box • Quality Indicators from the perception of student teachers and professors

Quality assurance framework (3)

Our aim (deadline: summer '25)

- Further develop the framework for all ten strands

- Incorporate input into an interactive, clickable version of the curricular spider web

Aims and objectives
Towards which goals are they learning?

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Materials and resource
With what are they learning?

Testing two instruments (1)

Quick scan Language-oriented content teaching*

		Never	Sometimes	Often	Always
Learning in context					
Q1.	I connect subject content to prior knowledge and experiences.				
Q2.	I encourage active use of core concepts.				
Q3.	I encourage meaning negotiation on core concepts.				
Q4.	I demonstrate language-learning activities by modelling out loud.				
Q5.	I encourage verbalizing and explaining of answers/solutions.				
Learning in interaction					
Q6.	I ask different types of questions (descriptive, ordering, explanatory, evaluative).				
Q7.	I let students speak often.				
Q8.	I provide formulation support.				
Q9.	I vary the focus on classroom discussions, group work and individual discussions.				
Q10	I move purposefully between everyday, school and subject language.				
Learning with language support					
Q11.	I explain and refer to (subject) language goals.				
Q12.	I speaks calmly and articulate clearly.				
Q13.	I give corrective and explicit feedback on students' language expressions.				
Q14.	I explain approaches to language tasks (language learning strategies).				
Q15.	I provide resources (e.g. glossary, reading tips, writing frame, speaking frame).				
Q16.	I respond appropriately to learners with different language needs.				

* This quick scan is an unauthorized translation (supported) by DeepL of the Dutch 'Quickscan Taalgericht vakonderwijs' made by Herder and Pleumeekers (SLO, 2022), see Handreikingen - SLO

1. Check out the instrument *Quick scan of language-oriented content teaching* (SLO, 2022)

2. Try to fill it out for yourself as a teacher

3. Discuss the instrument with your neighbour thereby focusing on the following questions:

   a) What is your general impression of the tool?

   b) How can the tool contribute to quality assurance within your school?

Testing two instruments (2)

1. Check out the instrument Quality Assurance Standards

2. Try to fill it out for your school

3. Discuss the instrument with your neighbour thereby focusing on the following questions:

   a) What is your general impression of the tool?

   b) How can the tool contribute to quality assurance within your school?

Questions and discussion

- Are there any questions?

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- What do you think about our envisioned quality assurance framework?
- Do you have suggestions for improvement and/or additions?

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One Stop CLIL Europe – Erasmus+ project One Stop CLIL Europe

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