

THE CLIL TEACHER'S COMPETENCES GRID

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The following grid aims to map competences that can support the development of a rich CLIL learning environment in a wide variety of contexts. These competences need to be further situated in the context of best practice in education in general. Moreover, the local context where CLIL is being implemented will place its own demands on teachers. Taking these aspects into account, the grid is intended to serve as a framework for developing pre-service and / or professional development training courses for CLIL teachers.

The grid is divided into two sections: a) underpinning CLIL; b) setting CLIL in motion. The first section is primarily focused on the competences and stakeholder relationships that are essential to laying the foundation for establishing and maintaining a CLIL programme. The second focuses on the competences and stakeholder relationships which are important to CLIL implementation.

UNDERPINNING CLIL

AREAS OF COMPETENCE	COMPETENCES	INDICATORS OF COMPETENCE
Programme parameters	Defining CLIL	<ul style="list-style-type: none"> • Can explain how CLIL is related to and differs from other language and content learning approaches • Can name the various types of CLIL programming options and describe their characteristics • Can articulate the key elements of the CLIL approach • Can describe the benefits of CLIL • Can describe common misconceptions about CLIL
	Adopting an approach to CLIL	<ul style="list-style-type: none"> • Can describe national and/or regional policies concerning CLIL • Can draw on the experience of others • Can define ways of ensuring programme goals are addressed in a balanced manner • Can identify the type of CLIL best suited to one's context
CLIL Policy /...	Adapting CLIL to the local context	<ul style="list-style-type: none"> • Can contextualise CLIL teaching with regard to the school curriculum • Can link programme parameters and the needs of a particular class of students • Can identify and engage with CLIL stakeholders, and help stakeholders (students, parents, inspectors, non-CLIL teachers, etc.) manage expectations with regard to language and content learning targets
	Integrating CLIL into the curriculum	<ul style="list-style-type: none"> • Can describe how CLIL links to the national or regional curriculum • Can deliver CLIL according to requirements of educational authorities

AREAS OF COMPETENCE	COMPETENCES	INDICATORS OF COMPETENCE
CLIL Policy	Linking the CLIL programme with school ethos	<ul style="list-style-type: none"> • Can articulate how CLIL could be reflected in a school's vision and mission statements, and in planning and public relations documents • Can foster the integration of the CLIL programme into school life (e.g., resource choices, action research, assemblies or other school events) • Can represent the interests of the CLIL programme and of the students when participating in school meetings, and other forms of professional dialogue
	Articulating quality assurance measures for CLIL	<ul style="list-style-type: none"> • Can design and apply evaluation and assessment tools (tests, stakeholder surveys, portfolios, rubrics, etc.) • Can interpret data from evaluations, and take related measures for programme improvement
Target language competences for teaching CLIL /...	Using Basic Interpersonal Communication Skills (BICS) (Cummins)	<ul style="list-style-type: none"> • Can communicate using contemporary social registers • Can adjust social and academic registers of communication according to the demands of a given context
	Using Cognitive Academic Language Proficiency (CALP) (Cummins)	<ul style="list-style-type: none"> • Can read subject material and theoretical texts • Can use appropriate subject-specific terminology and syntactic structures • Can conceptualise whilst using the target language
	Using the language of classroom management	<ul style="list-style-type: none"> • Can use target language in: <ul style="list-style-type: none"> - group management - time management - classroom noise management - giving instructions - managing interaction - managing co-operative work - enhancing communication
	Using the language of teaching	<ul style="list-style-type: none"> • Can use own oral language production as a tool for teaching, through varying: <ul style="list-style-type: none"> - registers of speech - cadence - tone and volume

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Target language competences for teaching CLIL	Using the language of learning activities	<ul style="list-style-type: none"> • Can use the target language to: <ul style="list-style-type: none"> - explain - present information - give instructions - clarify and check understanding - check level of perception of difficulty • Can use the following forms of talk (Barnes, Mercer, et al.): <ul style="list-style-type: none"> - exploratory - cumulative - disputational - critical - meta - presentational
Course development	Designing a course	<ul style="list-style-type: none"> • Can adapt course syllabus so that it includes language, content and learning skills outcomes • Can integrate the language and subject curricula so that subject curricula support language learning and vice versa • Can design balanced formative and summative assessment tools measuring uptake in both language and content • Can plan for the incorporation of other CLIL core features and driving principles into course outlines and into lesson planning, including: <ul style="list-style-type: none"> - scaffolding language, content and learning skills development - continuous growth in language, content and learning skills development - learner autonomy - fostering critical and creative thinking - helping students to link learning from various subjects in the curriculum - using assessment for improving student learning (learning skills, content and language, as well as cognitive development) - fostering of BICS and CALP development - fostering communication with other target language users • Can select learning materials, structuring them or otherwise adapting them as needed • Can identify and make use of learning environments in addition to the classroom (e.g., discussion forums, study groups, school grounds, a community centre, the neighbourhood) • Can select the language needed to ensure: <ul style="list-style-type: none"> - student comprehension - rich language and content input - rich student language and content output - efficient classroom management

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Partnerships in supporting student learning	Working with others to enhance student learning	<ul style="list-style-type: none"> • Can cooperate with parents to support student learning by: <ul style="list-style-type: none"> - guiding parents in understanding and using the terminology and concepts of education, so they can better support their child's learning - raising awareness about productive and counterproductive strategies used by parents - learning more about the student • Can cooperate with school managers, educational authorities, and other decision makers • Can express own professional concerns and needs to fellow teachers • Can agree on common teacher training goals with fellow teachers • Can analyse learner's needs with fellow teachers • In the case of team- and co-teaching, can develop efficient task-sharing
	Building constructive relationships with students	<ul style="list-style-type: none"> • Can connect with each student personally • Believes in each student's capacity to learn and avoids labelling students • Is respectful of diversity • Can create a reassuring and enriching learning environment • Can support individual and differentiated learning • Can engage SEN students • Can adapt materials and strategies to students' needs

SETTING CLIL IN MOTION

AREAS OF COMPETENCE	COMPETENCES	INDICATORS OF COMPETENCE
Integration	Merging content, language and learning skills into an integrated approach	<ul style="list-style-type: none"> • Can guide students in maintaining a multiple focus on content, language, learning skills and critical thinking • Can support language learning in content classes • Can support content learning in language classes • Can integrate content from several subjects and fields of knowledge
Implementation	Lesson planning	<ul style="list-style-type: none"> • Can design tasks that support planned learning outcomes • Can design tasks that involve students using several learning styles • Can find and adapt authentic material which speaks to student interests and learning needs • Can identify and make use of learning environments beyond the classroom in a safe and efficient manner • Can select, design and make judicious use of visual, auditory and multimodal support materials, and realia • Can analyse content in terms of language needs • Can create cross-curricular themes and related activities in cooperation with colleagues
	Translating plans into action	<ul style="list-style-type: none"> • Can provide rich opportunities for linking previous and new knowledge • Can support students in moving from 'context embedded' to 'context reduced' materials (Cummins) • Can provide rich input and experiences, approaching a topic from different perspectives • Can make content and language accessible by helping students to turn their tacit / passive knowledge into explicit / active knowledge • Can create opportunities for and support students in researching topics independently and through cooperation with peers
	Fostering outcome attainment	<ul style="list-style-type: none"> • Can adapt course content to language and subject curricula • Can set and negotiate content, language and learning skills outcomes with students • Can guide students in systematically developing BICS and CALP • Can help students develop meta-cognitive awareness • Can guide students in developing productive cognitive habits • Can help students to harness higher order thinking vis-à-vis content, language and learning skills • Can forge links with other fields of learning
Second Language Acquisition (SLA) /...	Knowing second language attainment levels	<ul style="list-style-type: none"> • Can use the Common European Framework for Languages as a self-assessment tool • Can use the CEF as a tool for assessing students' level of attainment with colleagues • Can call on the CEF to define language targets in the CLIL class

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Second Language Acquisition (SLA)	Applying SLA knowledge in lesson preparation	<ul style="list-style-type: none"> • Can distinguish between language learning and language acquisition and select language input accordingly • Can identify words, terms, idioms and discourse structures that are new for the students in text, audio or audiovisual materials, and support comprehension thereof • Can identify the language components needed by the learners for oral or written comprehension and produce support material • Can identify the language components needed by the learners for complex oral or written production and produce adapted resources (e.g. vocabulary, sentence and text types) • Can, if necessary, plan prior language learning • Can navigate the following concepts: <ul style="list-style-type: none"> - intentional and incidental learning - intelligibility - error management & correction - 'teacher-speak' ('teacherese') - code switching - code-mixing • Can call on a range of strategies for fostering BICS and CALP development
	Applying SLA knowledge in the classroom	<ul style="list-style-type: none"> • Can support students in navigating and learning new words, terms, idioms and discourse structures • Can call on a wide repertoire of strategies for supporting students in oral or written production • Can use a wide range of strategies for scaffolding language use so as to produce high quality discourse • Can navigate the concepts of code-switching and translanguaging, and decide if and when to apply them • Can decide whether production errors are linked to language or content • Can use a wide range of language correction strategies with appropriate frequency, ensuring language growth without demotivating students • Can use strategies such as echoing, modelling, extension, and repetition to support students in their oral production • Can develop a classroom culture where language learning is supported through peers and learner autonomy
Interculturality	Promoting cultural awareness & interculturality	<ul style="list-style-type: none"> • Can select and adapt authentic material from different regions or countries • Can articulate key cultural parameters associated with the CLIL language • Can guide students in developing cultural awareness • Can guide students in acting in the 'right way' and saying the 'right thing' in the appropriate context • Can raise learners' curiosity about the culture(s) related to the CLIL language • Can help students to move beyond superficial cultural stereotypes and learn about TL country/countries and their people(s) • Can initiate or support virtual or physical exchanges with students from other regions/countries

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Learning environment management	Taking into account the affective side of learning	<ul style="list-style-type: none"> • Can create a safe environment that encourages experimenting with content, language and learning skills
	Making the CLIL learning process efficient	<ul style="list-style-type: none"> • Can anticipate, investigate and take into account learner needs regarding content, language and learning skills • Can apply best practice in the following while also maintaining a triple focus on content, language and learning skills: <ul style="list-style-type: none"> - group management (maintaining a focus on time, task and noise levels, fostering student self-regulation skills) - giving instructions - managing interaction (whole class discourse; peer cooperative work) - enhancing communication (using clarification; checking for understanding; scaffolding; moving beyond one question one answer; fostering critical and creative thinking; raising metalinguistic awareness; fostering student autonomy) - analysis of classroom dynamics and learning process by students • Can consciously create opportunities for incidental learning of content, language and learning skills
Learner focus in the CLIL environment	Applying interactive methodology	<ul style="list-style-type: none"> • Can select learning activities in terms of classroom interaction (learner<->learner, learner<->teacher, teacher<->teacher) • Can support the development of learner autonomy through choice, planning outcomes, identification of scaffolding needs and sources, and formative assessment • Can give students a substantial 'voice' in classroom discourse • Can create rich learning experiences, e.g.: <ul style="list-style-type: none"> - group work that involves definition of each group member's role - mid-task analysis of work process and results, scaffolding language and content for interaction and task completion - peer enhancement - tasks for those listening to presentation - end-of-task assessment of group work processes and results, and using this in planning for next group task • Can draw out current student knowledge, ways of organising knowledge, ways of thinking, and interests, and help students to learn and use related language

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Learning skills focus in CLIL	Having knowledge and awareness of cognition and metacognition in the CLIL environment	<ul style="list-style-type: none"> • Can scaffold learning along a scale from lower order to higher order thinking, e.g., remembering, understanding, applying, analysing, evaluating, creating (Anderson and Krathwohl) • Can identify, adapt and design materials suited to the students' current level of cognitive development • Can identify syntactic structures and other language required for higher order thinking • Can foster higher-order thinking about language, content and learning skills • Can foster thinking about the interrelationships between language, content and learning skills • Can provide frameworks for analysing content from multiple perspectives • Can use an element of content as a springboard for stretching thinking • Can use differences between languages to analyse how two cultures perceive one and the same concept • Can use linguistic similarities and differences to develop metalinguistic awareness
Learning assessment and evaluation in CLIL	Knowing about and applying assessment and evaluation procedures and tools	<ul style="list-style-type: none"> • Can engage students in an assessment-for-learning culture including: <ul style="list-style-type: none"> - making connections between planned outcomes, learning skills and processes, actual outcomes, planning and negotiating strategies for future learning - using self and peer-assessment tools - maintaining a triple focus on language, content and learning skills • Can distinguish and navigate CLIL-specific characteristics of assessment and evaluation including: <ul style="list-style-type: none"> - language for various purposes - work with authentic materials - communication with speakers of the CLIL language - ongoing language growth (being alert to plateauing) - level of comfort in experimenting with language and content - progress in achieving planned content, language and learning skills goals - developing all language skills - distinguishing content and language errors - carrying out assessment in the target language • Can prepare students for formal examinations including high-stakes examinations

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Lifelong learning modelling & Innovative teaching and learning approaches	Keeping up with new developments	<ul style="list-style-type: none"> • Can continue to evolve in the role of CLIL teacher through: <ul style="list-style-type: none"> - working systematically to apply new techniques and improve teaching - trying out new materials and media - regular self-assessment of personal professional development needs - updating knowledge by reading new articles and books on CLIL and pedagogy - taking continuous professional development courses - taking part in regional, national or international CLIL networks and / or conferences • Can support colleagues in using innovative methodology • Can promote, and help students to adapt to, innovative learning techniques
	Using ICT as a teaching resource	<ul style="list-style-type: none"> • Can search for and download authentic material for use in the classroom • Can help students develop media literacy • Can guide students in using ICT in ways that are new for them and that enhance learning • Can guide students in maintaining an appropriate balance between the use of electronic and non-electronic sources • Can articulate ethical and safety issues surrounding the use of ICT • Can use ICT with learners to establish interregional and /or international exchanges