THE CLIL TEACHER'S COMPETENCES GRID

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The following grid aims to map key competencies that can support the development of a rich CLIL learning environment in a wide variety of contexts. These competencies 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 framework for developing pre-service or professional development training courses for CLIL.

The grid is divided into two sections: a) underpinning CLIL; b) setting CLIL in motion. The first section is primarily focused on the skills and relationships that are helpful in laying the foundation for establishing and maintaining a CLIL programme, and the second, on the skills needed for implementing CLIL.

UNDERPINNING CLIL		
Macro-competences	**Micro-competences**	**Skills**
Programme parameters	Defining CLIL	• 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	• 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	• 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 CLIL stakeholders, and help stakeholders (including students and parents) manage expectations with regard to (precise) language and content learning targets.
	Integrating CLIL into the curriculum	• Can describe how CLIL links to the national or regional curriculum • Can deliver CLIL according to requirements of educational authorities
	Linking the CLIL programme with school ethos	• Can articulate how CLIL could be reflected in a school's vision and mission statements, and in planning and public relations documents • Can ensure the CLIL programme becomes a part of the work culture of teachers and other staff in the school. • Can represent the interests of the CLIL programme and of the students taking part in it in school meetings, *other forms of dialogue, and work processe*s
	Articulating quality assurance measures for CLIL	• Can design and apply *evaluation and assessment tools* (including tests, stakeholder surveys, matrices) • Can interpret data from evaluations, and take related measures for programme improvement
Language competences for teaching CLIL	Basic Interpersonal Communication Skills (BICS) (Cummins)	• Can communicate using contemporary social registers • Can adjust social and academic registers of communication according to the demands of a given context
	Cognitive Academic Language Proficiency (CALP*)*	• Can read subject material and theoretical texts • Can use appropriate subject-specific terminology and syntactic structures • Can conceptualise using the target language

	The language of classroom management	• Can use authentic language in:
		  - group management
		  - time management
		  - classroom noise management
		  - giving instructions
		  - managing interaction
		  - managing co-operative work
		  - enhancing communication

	The language of teaching	• Can use own oral language production as a tool for teaching, through

		varying: - registers of speech - cadence - tone and volume • Can use SLA teaching strategies (e.g. echoing, modelling, extension, repetition, peer-repair) to help students in oral production
	The language of learning activities	• Can use the target language to: - explain - present information - give instructions - clarify and check understanding - check level of perception of difficulty
Course development	Designing a course	• Can adapt language curriculum to subject curriculum • Can adapt subject curriculum to language curriculum • Can adapt course outlines so they include language, content and learning skills outcomes • 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: - 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 of cognitive development) - fostering of BICS and CALP development • Can select and adapt learning materials • Can identify the language needed by the teacher to ensure: - efficient classroom management - student comprehension - rich language and content input

		- rich student language and content output

Partnerships in supporting student learning	Working with others to enhance student learning	• Can cooperate with parents to support student learning by:
		  - guiding parents in understanding the terminology and concepts of education, so they can better support their child's learning
		  - raising awareness about counterproductive strategies sometimes used by parents
		  - learning more about the student
		• Can cooperate with school managers, educational authorities, and decision makers
		• Can express own needs to the partner teacher
		• Can agree on common teacher training goals with partner teachers
		• Can provide partner teacher with an analysis of the learner's needs in his/her field
		• In the case of team- and co-teaching, can evolve efficient task-sharing

	Building constructive relationships with students	• Believes in each student • Is respectful of diversity • Can connect with each student personally • 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		
Integration	Merging content, language and learning skills into an integrated approach	• Can guide students in maintaining a triple focus (content, language, learning skills) • Can support language learning in CLIL content classes • Can support content learning in CLIL language classes • Can integrate content from several subjects and fields of knowledge
Implementation	Lesson planning	• Can design tasks that support planned learning outcomes • Can design tasks that have students use several learning styles • Can find and adapt authentic material which speaks to student interests and learning needs • Can select, design and make use of visual support materials and realia • Can decide when and how visual material should be used

		• Can anticipate the need to support comprehension of written material or other documents • Can analyse content in terms of language needs • Can select material and activities in view of learners' oral production • Can create cross-curricular themes and related activities in cooperation with colleagues
	Translating plans into action	• 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 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
	Ensuring outcomes	• Can adapt course content to language and subject curricula • Can foster BICS and CALP development in students systematically • Can consolidate the cognitive development associated with CLIL • Can forge links with other fields of learning
Second Language Acquisition (SLA)	Knowing second language attainment levels	• 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
	Applying SLA knowledge in lesson preparation	• Can distinguish between language learning and language acquisition and select mode of language input accordingly • Can identify words, terms, idioms and discourse structures that are new for the students in text, audio or audio-visual materials • Can identify the language components needed by the learners for oral or written comprehension and produce adapted 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 acquisition

		• Can navigate the following concepts:
		  - 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	• 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 develop a classroom culture where language learning is supported through peers and leaner autonomy
Interculturality	Promoting cultural awareness	• 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 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
Learning environment management	Taking into account the affective side of learning	• Can create a safe environment that encourages experimenting with content, language and learning skills
	Making the CLIL learning process	• Can anticipate, investigate and take into account learner needs regarding

	efficient	content, language and learning skills

		• Can apply best practice in the following while also maintaining a triple focus on content, language and learning skills:
		  - 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	• 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.:
		  - 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
		  - final assessment of group dynamics and results planning for next group task
		• Can help students identify their own language needs (concerning contexts, topics and tools)

Learning skills focus in CLIL	Having knowledge and awareness of cognition and metacognition in	• Can scaffold learning along a scale from lower order to higher order thinking (e.g. remembering, understanding, applying, analysing, evaluating, creating)

	the CLIL environment	• 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 basis for taking thinking one step further • 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 in CLIL	Knowing about and applying assessment procedures and tools	• Can engage students in an assessment-for-learning culture including:
		  - making connections between planned outcomes, learning skills and processes, actual outcomes, and planning 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 including:
		  - language for various purposes
		  - work with authentic materials
		  - communication with speakers of the CLIL language
		  - ongoing language growth *(avoiding 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

Lifelong learning modelling	Keeping up with new developments	• Can continue to evolve in the role of CLIL teacher through: - working systematically to apply new techniques and improve teaching

& **Innovative teaching and learning approaches**		- trying out new materials and media - regular self-assessment of personal 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	• 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