

Pourquoi créer un site d'accompagnement »/ Why create a support website Summary and recommendations



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Coördinatie talensite www.delathoogvoortalen.be

KlasCement

Resume

Introduction by Cathérine Clément

- *Emilangues*
- *Primlangues*
- *Francparler.org: French teachers all over the world*

Issues of concern in making a support site for language teachers:

Context

Issues of thought:

- o *Think from an international and European context: identity and professional identity of the teachers.*
- o *Idea of mobility must be born in mind.*
- o *Subsidiary or "open" militant viewpoint?*
- o *Tools*
- o *Economic crisis: cuts are often made in training*

Different contexts

- o *Institutional context*
- o *Institutional context: state (centralized/regional/intermediaries or decentralized?)*
- o *Language policy context*
- o *Language teaching reforms, promoting one language or multilingualism, network of language teacher associations or collaborative network of language teachers.*

Objectives

Must be defined

Ce projet est financé avec le soutien de la Commission européenne.
Cette communication n'engage que son auteur et la Commission
n'est pas responsable de l'usage qui pourrait être fait des
informations qui y sont contenues.

Central issues

- *CEFR, portfolio*
- *Access to teaching resources, practices*
- *Fostering dialogue between the teachers*
- *Introducing language teaching in primary schools*
- *Spread of CLIL*
- *ICT*
- *Professional development*

Presentation of the three websites

1 Reflection of national objectives or those of a community of language teachers

2 Implementation: fundamentally these three steps in setting it up

- *website set by the state (commission from the Ministry, steering commission and operator CIEP)*
- *website set up for a federation of teachers (commission, steering committee, operator)*

3 To fill the sites:

- *a decentralized team of editors (regional inspectorate, day-to-day management team)*
- *a cluster of institutions (in this case everybody is more or less on the same level)*

Professional development

Belief that providing teachers with authentic material will result in a better practice.

Providing professional development

Editorial team and the teacher communities

There is a technical webmaster and 2 fulltime pedagogical webmasters.

Some teachers make the material. The webmasters promote the site and spot interesting teachers who are asked for contents. There are templates they work with. Those teachers get some payment for that. They also send in material, there are calls on different subjects and the contributors get some present. Competitions are launched with some bigger present as an incentive. In other words you need money and people to run it.

Links can be provided on the different sites to the others. The three sites do not share the same database and have different CMS's. That is historically funded.

Languages

The languages that are most taught in France are covered in the websites. In the team you need someone who can speak to the technical companies.

Summary of the work in the groups by the participants of the workshop

1 Context

European or international

Most people indicate that the website should be international or European or at least nationwide with European links.

The reasons are: globalization, immigration process, the multi lingual reality Advice was given in order to create the possibility of communication between sites/databases of educational resources. Learning resources should be saved in a database and each contribution should be metadated. Metadating is adding information to the contribution. European standards were developed for these metadata: IEEE-LOM (LOM= learning objects metadata) and countries like adapted this standard. By observing these standards, databases can communicate and as a result users of one website can easily access the content of another website. Example: Kennisnet.nl (The Netherlands) and KlasCement.net (Belgium, Flanders).

Institutional

- *Different answers:*
- *Non-profit organization*
- *Teacher associations are important, state driven websites may be problematic*
- *Bottom-up*
- *Ministry of education of each member country*

Linguistic policy

- *It should include most studied languages.*
- *Teacher support websites should be written in a variety of languages.*
- *Information about the most important documents, e.g. CEFR, ELP, documents about education/linguistic policy documents, the language teacher profile should be shared.*
- *Even if the site only centers on one language, plurilingualism should be taken into account*

2 Priorities

Objectives, target group

- *Teachers of languages, professionals wearing the hat of 'language expert', teacher trainers*
- *Another option is a website with a more extended target group: parents, students..*
- *Enabling users to exchange ideas, promote language learning as such, changing teachers' professional practice, share information and opportunities, software, methods, collection of links, different tools of communication, downloadable material, collaboration space, offer distance learning.*

3 Management of the website

Several answers:

- Collaborative, bottom-up
- Risk of being too static if the communication only goes in one direction (to the users). The answer is to make users contribute.
- Weekly upgrade, a webmaster and volunteers
- The officials of the ministry or national examinations and qualification centre, ICT specialists; a committee chosen by the ministry of education.
Commission of experts of each member country
- Ideally an expert in new technologies and in pedagogy. If this is not possible, the two should work in close collaboration.
- Professional academic staff
- Webmaster, private sector company.

Running of the website

Regular upgrade vital

A group of teachers chosen by the Ministry of Education

Curricular experts should attend courses prepared by the webmasters to enable them to be in charge of the day-to-day running of the website.

Other links

[Powerpoint presentation in English](#)

[Summary and recommendation of the parallel workshop in French](#)