

METHODOLOGY AS CAPITAL FOR CO-CONSTRUCTING LEARNING

Cognition

Community / Content / Communication

Cognition

- content, language and learning skills outcomes are articulated in co-operation with students
- learning builds on a student's existing knowledge, skills, attitudes, interests and experience
- students analyze achievement of learning outcomes independently, with other students and with the teacher, and work to set new outcomes
- students synthesize, evaluate and apply knowledge and skills acquired in several subjects

Community

students feel that being members of a learning community is enriching
 students have the selfconfidence and skills to work within a group and the local community, balancing personal interests with those of others
 teachers, students (and parents, employers, etc) are partners in education
 students can define their role within the classroom, the local and the global context

Content

content is clearly linked to the community within and outside of the classroom
 students apply new content and develop related skills through experiential activities
 content is substantive without being overwhelming"
 content from various subjects is integrated
 cultural content is integrated into all subjects

Communication

students actively use the right to participate in activities and communication, in the classroom and in the community
 desk placement, displays on classroom walls and other available resources support learning and communication
 students and teachers co-construct and negotiate meaning
 language/communication skills are developed in all subjects

CONNECT

STUDENTS

- students
- teachers speakers of the CLIL language
- parents
- community and working life wider world

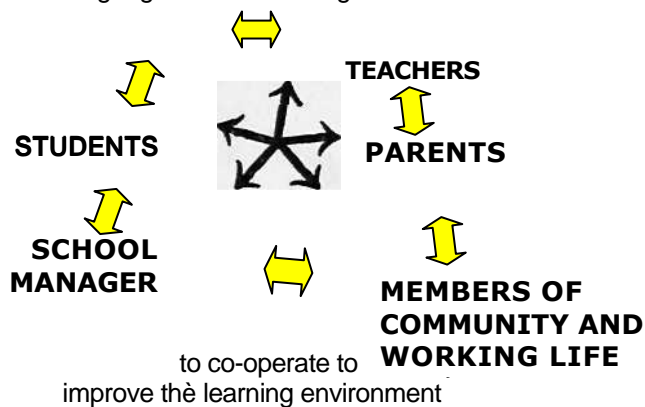
NEW LEARNING

existing student knowledge, skills, interests, feelings and attitudes skills, interests,

INSPIRE

TEACHER ⇄ STUDENTS

to think, to learn independently and in a group, as well as to apply content and language-related learning



DELIVER

on content, language and learning skills outcomes / on commitments and plans

on development/ personal growth

ADVANCE

- on previous learning;
- through demonstrating growth by assessing progress made in achieving learning outcomes;
- by making decisions about how to move forward;
- by creating something new.