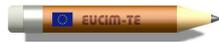




EUCIM - TE \* European Core Curriculum for Mainstreamed Second Language Teacher Education

# Guidelines on Methods for Teacher Education Needs Analysis

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## 1. Preliminary considerations about the needs analysis

These guidelines shall provide the EUCIM-TE partners and Teacher Education Partnerships (TEPs) with a common grid and methods and instruments for the identification of skills that teachers need for mainstreamed second language education. They shall help to write the reports on the current linguistic and educational debate, policy developments and identify needs for teacher Education in all countries<sup>1</sup> participating in the project.

From these reports, two outcomes are expected: (1) a synthesis of national needs analysis reports and discussions at the conference and (2) recommendations for further work and allocation of thematic modules in particular for partners and TEPs.

## 2. Aims of the needs analysis

The aim of these reports is to provide a teachers' training needs analysis in order to identify new requirements for teacher training. It shall provide a stocktaking of the current situation at national level and of relevant policy developments. The teachers' training needs analysis will focus on qualification needs for teacher trainers and teachers for a mainstreamed second language education. These will include two main areas: (1) necessary knowledge and (2) didactical skills for mainstreamed second language education.

## 3. Thematic blocks to include in the national reports

Each national report shall include the following sections and aim at a total of 6300 words<sup>2</sup>:

### (1) Statistical data (aiming at 500 words)

The segment dedicated to statistics shall provide an overview of all data related to migrant pupils, schools and teachers. It is important to know how many schools might be affected by the European core curriculum, but especially in which areas there is bigger concentration of second language learners. In addition, the number of existing teachers and those who are still in pre-service is also relevant.

### (2) Survey of educational system (aiming at 800 words)

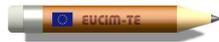
This section shall include a brief description of the educational system, particularly concerning measures for the integration and further development of second language learners. It shall focus on five main areas:

- system – description of the structure;
- institutions– listing of bodies and their resources;
- staff – record of persons involved;

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<sup>1</sup> In the cases of Germany and Sweden the contribution to the project will be at a regional basis. Henceforth, and to simplify reading, the expressions "country" or "national" are to include also these two cases.

<sup>2</sup> The number of words is to be seen as an orientation and not as compulsory in use.



- curriculum – account of content conveyed;
- legal conditions – summary of existing laws concerning second language learning.

### **(3) Survey of pre- and in-service teacher training** (aiming at 800 words)

This section shall compile information related to the national or regional teacher training system and take special consideration for programmes taking second language learners into account. Similarly to the previous item, it shall take the five areas into account:

- system – description of the structure;
- institutions– listing of bodies and their resources;
- staff – record of persons involved;
- curriculum – account of content conveyed;
- legal conditions – summary of existing laws concerning second language learning.

### **(4) Document review** (aiming at 800 words)

This section intends to identify and summarize the main official documents in each country related to:

- Teacher education law
- Important publications of the administration of education
- Subject curricula
- Handbooks or other information sources
- List of special programs, training units, contents.

It is recommended to choose between 5 and 8 documents for the review and, if necessary mention other as attachment.

### **(5) Estimate value of second language learning** (aiming at 800 words)

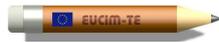
Here it is intended to provide brief information on the importance of second language learning in each national context. Three perspectives will be relevant:

- Administration (ministry of education)
- Teacher's official position
- Among teacher trainers and other educational staff

### **(6) Overview of the current main problems/obstacles in education and teacher education** (aiming at 800 words)

This section should contain information on the current discourse surrounding education and, if possible, an account of the debate on second language learners within the school system. Two perspectives are suggested:

- Public debate
- Among experts



### **(7) Good practices** (aiming at 800 words)

In this last section, national examples of good practice in terms of second language learning shall be given. A brief description of projects, institutions, networks and their achievements would be of relevance. However, it shall also be important to mention examples of what did not work and therefore can prevent future mistakes. Furthermore, a list of possible contacts and links to others working in this same area shall be provided.

### **(8) Conclusions: requirements for the European core curriculum** (aiming at 1000 words)

This section shall summarize important information on the national statistical situation, existing documentation, teacher training system and possible EUCIM-TE partners. Furthermore, it shall give an insight on what exists within each national context, what would be necessary and what measure need to be taken in order to achieve it. It shall end with a summary of the national requirements for the curriculum

## **4. Methodology**

The national needs analysis reports should be conducted progressively by the TEP of each country, as these are the experts for these issues and also those who will also be affected by the curriculum. They shall be concluded over a period of 4 months starting in May and ending in the middle of September. A small report on the needs analysis progress is to be handed in by the 31<sup>st</sup> of July; the report itself by the 11<sup>th</sup> of September.

It is suggested that meetings with the TEP partners as well as group discussions with other possible experts be conducted. Simultaneously, document review should be undertaken. Furthermore, the Eurydice report "Integrating Immigrant Children into Schools in Europe" (<http://eacea.ec.europa.eu/portal/page/portal/Eurydice/showPresentation?pubid=045EN>) and the Eurybase - the database on education systems in Europe with its national reports (<http://eacea.ec.europa.eu/portal/page/portal/Eurydice/EuryPresentation>) - shall be used to support the needs analysis.