



European Teacher Education Second Language Core Curriculum

This project considers new qualification needs for teachers affected by policy shifts from a “compartmentalised” concept of second language teaching to immigrant pupils to an “inclusive education” in which SL education is seen as an integral part of a generalised and common curriculum process, i.e. **mainstreamed SL education**. A mainstreamed second language teaching demands changes in the teacher education curriculum, as all teachers need qualifications regarding their work with ethnic and linguistic minority pupils. At present, none of the European Member States has a general teacher education curriculum responding to these needs.

“English as second language can now be seen as an integral part of a generalised and common curriculum process, i.e. mainstreamed ESL.”

(Leung, 2003).

The main aim of the project is to improve the pre- and in-service training of **all** teachers for their work with immigrant pupils by elaborating a **competence-based European Core Curriculum for teacher education**.

The main outputs of the project are:

1. a **European Teacher Education Second Language Core Curriculum** and Manual and its national adaptations;
2. Curricular modules and manuals with specific features for a more limited numbers of contexts and institutions.

Teacher Education Partnerships (TEPs)

The project will produce general changes in teacher education, by fostering the creation of national/regional **Teacher Education Partnerships (TEPs)** involving teacher pre- and in-service education institutions, schools and public authorities in the project’s work. These partnerships will influence change in existing education programmes, state examination standards and facilitate the mainstreaming of the project’s proposals. The partnerships shall work throughout the whole funding period and beyond.

Each participating institution will undertake a **Needs Analysis** (stock-taking, identifying the skills teachers need). The results of the reports and a synthesis report will be published.

All partners together will **draft the European Core Curriculum and Manual**. Following this, each partner in close co-operation with the TEP will produce a **national version** of the curriculum and the Manual for its respective country.

Then the European and the national versions will undergo a process of **presentation, exploitation and implementation** at European and national levels, through activities focusing on teacher trainers, schools, education authorities, aiming at convincing and guiding teacher pre- and in-service institutions to implement the curriculum in their programmes and educational institutions.

Participating Organisations:

<p>University of Cologne, Germany Humanwissenschaftliche Fakultät, Institut für vergleichende Bildungsforschung und Sozialwissenschaften</p>	<p>St. Kliment Ohridski, University of Sofia Bulgaria Faculty of Slavic Studies Department of Bulgarian Language and Literature Teaching Methodology</p>	<p>University of Minho Braga/Portugal Instituto de Letras e Ciências Humanas Departamento de Estudos Germanísticos</p>	<p>Mälardalens Högskola Sweden Centre for Finnish Studies, School of Education, Culture and Communication</p>	<p>National Education Institute Slovenia Department for International Cooperation</p>
<p>Hauptstelle RAA Regionale Arbeitsstelle zur Förderung von Kindern und Jugendlichen aus Zuwandererfamilien Essen/Germany Northrhein-Westphalia</p>	<p>University of Luxemburg Luxembourg Integrated Research Unit on Social and Individual Development</p>	<p>Catholic University of Tilburg Netherlands Department of Language and Culture Studies, Faculty of Humanities</p>	<p>King's College London United Kingdom Department of Education and Professional Studies</p>	<p>And two associated partners: - Ministère de l'Éducation Nationale et de la Formation Professionnelle (Luxemburg) - GEADE Benjamin Club (Luxemburg)</p>