

CHANGES in the presentation

Hello everyone!

As some of you were confused by what is expected of you with the «melomarbeid» this time, I have changed the wording in the task to make it clearer for you. Please see the relevant slide.

I have also added a slide from the October presentation, about the *Relevance and central values* of subject English, that may help by reminding you what I presented then, which will in turn help you to undersatnd better what role this text plays in the overall subject curriculum.

As some of you find it challenging to work with the English headings for the different sections of the curriculum, might I suggest that you write a translation that you can refer to when you come to the March seminar?

Good luck! Take care and I shall see you in March 😊

Subject English competence aims in the Renewal

DEKOM: Lillehammer

Angela Fisher and Marit Elise Lyngstad

The name game

- The person who has the first birthday in the New Year begins. You then carry on clockwise.
- Greet the person on your left by saying your name and adding the name of an animal that begins with the same letter, as your surname e.g. Hello, my name is Angela Armadillo. Hello Angela Armadillo, my name is Marit Mouse. Hello Angela Armadillo and Marit Mouse, my name is ... etc.
- Discuss the language learning benefits of this oral activity.

«Mellomarbeid»

- The group leader reads aloud the activity that the group designed
- Each group member has 5 minutes:
- Report what the pupils thought they had learnt from the activity.
- If you did not ask the pupils, state your reasons for not doing so.
- If you did not try out the activity, explain why.
- If you were not present at the October seminar, speak last and explain your opinion of what your group has just presented.
- As the groups are uneven, if your group finishes before the 30 minutes allotted, continue a discussion about the task and how it relates to the specific core element.

Competence aims

The Knowledge Promotion (LK06/13)

The Renewal

A direct extension of what is stated in the core elements, which are in turn linked to the core curriculum.

Core element: Communication

Create meaning

- Kommunikasjon innebærer å skape mening med språk og å kunne bruke språket i formelle og uformelle sammenhenger. Elevene skal ta i bruk egnede strategier for å kommunisere muntlig og skriftlig i forskjellige situasjoner og ved å bruke ulike medier og kilder. Elevene skal få oppleve, bruke og utforske språket fra første stund. Opplæringen skal legge til rette for at elevene får utfolde seg og samhandle i autentiske og praktiske situasjoner.

(The Norwegian Directorate for Education and Training, 2019, p. 2.)

- Mål for opplæringen er at eleven skal kunne:
- stille og svare på enkle spørsmål, følge enkle instruksjoner og bruke noen høflighetsuttrykk
- delta i innøvde dialoger og spontane samtaler om egne behov og følelser, dagligliv og interesser

TASK

- Pair up with someone in your group who teaches the same stage as you do.
- Using the information that has just been presented and the competence aims from The Renewal for the age group you are teaching, identify in which competence aims you find the different core elements: communication, language learning, encountering English-language texts.
- Write your findings in the Padlet:
https://padlet.com/marit_lyngstad/dekom_lhmr

Assessment

LK13

- Purpose
- Main subject areas
- Teaching hours
- Basic skills
- Competence aims
- Assessment:
Provisions for final assessment
Overall achievement assessment

LK20

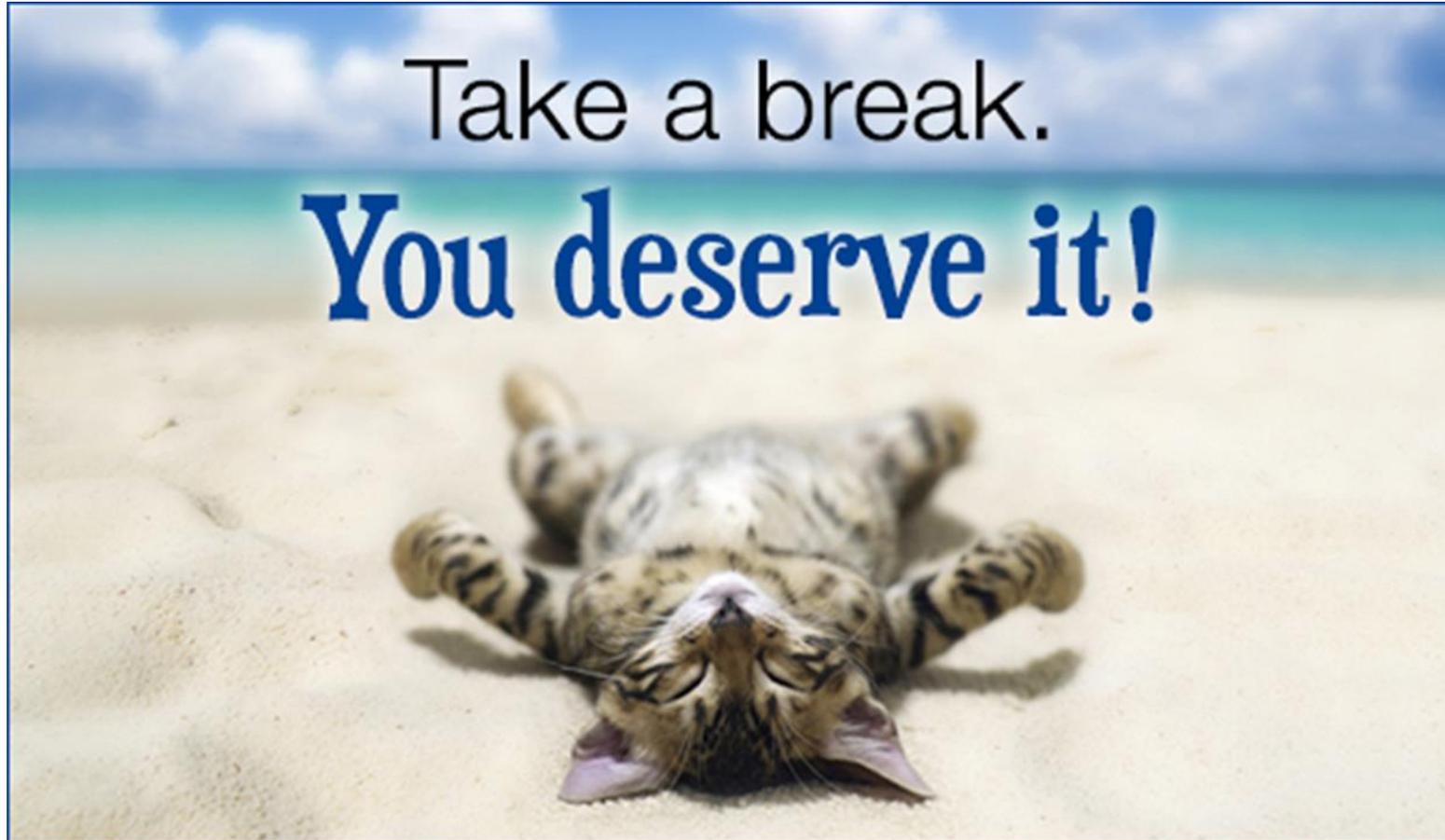
- The subject's relevance and central values
- Core elements
- Cross curricular topics
- Basic skills
- Competence aims and assessment - formative
- After Year 10: + summative assessment
- Vg1 vocational studies + summative assessment
- Vg1 general studies + summative assessment

Formative assessment

- What is formative assessment?
- The points mentioned indicate what the teacher is to DO. How s/he is to teach.
- What aspects of the subject should be underlined/hi-lighted,
- What types of varied methods and resources the teacher should use in order to benefit the pupils' learning outcomes

- TASK:
- In your groups, identify the differences in the three stages of education relevant for you. Consider the concept of progression.
- In pairs, choose one stage of education and explain what is specific for this stage. Put your findings on the Padlet:
https://padlet.com/marit_lyngstad/dekom_lhmr
- Musical chairs!

Time for a well earned break!



“The bigger picture”: Core curriculum

The purpose of the education

1. Core values of the education and training
2. Principles for education and all-round development
3. Principles for the school's practice

(Ministry of Education, 2019)

(The Norwegian Directorate for Education and Training, 2019)

Year 10: “utforske og videreformidle innhold i engelskspråklige kulturelle uttrykksformer fra ulike medier knyttet til egne interesser”

1. Human dignity
2. Identity and cultural diversity
3. Critical thinking and ethical awareness
4. The joy of creating, engagement and the urge to explore
5. Respect for nature and environmental awareness
6. Democracy and participation

1. Social learning and development
2. Competence in the subjects
3. The basic skills
4. Learning to learn
5. Interdisciplinary topics

1. An inclusive learning environment
2. Teaching and differentiated instruction
3. Cooperation between home and school
4. On-the-job training in a training establishment and working life
5. Professional environment and school development

English and other subjects

- “Natural” links:

- Norwegian
- Other language subjects
- Social studies
- History

Useful approach: CLIL (see Fremmedspråksenteret, 2017)

- Interdisciplinary topics:

- Health and life skills
- Democracy and citizenship

Also present in:

Norwegian; Social studies; Science; Maths; Physical education; Music; Arts and crafts; KRLE

Note: the Directorate has added links between these topics and the competence aims + other subjects in the online version of the curriculum:

<https://www.udir.no/lk20/eng01-04/om-faget/tverrfaglige-temaer>

Relevance and central values (from the October seminar)

- Why is subject English taught in Norwegian schools?

An essential subject for cultural and intercultural understanding

Culture, communication, understanding = being global

A basis for communicating with others, locally and globally

Reading, writing and oral communication (language skills)

Contribute to providing insight into the way people live

Should be seen in connection with other subjects and prepare pupils for further education and the workplace

‘Multilingualism’ as a resource in school and in society.

for communication, personal development and identity building

Subject curriculum: Relevance and central values

Engelsk er et sentralt fag for kulturforståelse, kommunikasjon, danning og identitetsutvikling. Faget skal gi elevene et grunnlag for å kommunisere med andre lokalt og globalt, uavhengig av kulturell og språklig bakgrunn. Engelsk skal bidra til å utvikle elevenes **interkulturell forståelse** av ulike levemåter, tenkesett og kommunikasjonsmønstre. Faget skal forberede elevene på en utdanning og et samfunns- og arbeidsliv som **stiller krav om engelskspråklig kompetanse** i lesing, skriving og muntlig kommunikasjon.

Alle fag skal bidra til å realisere **verdigrunnet for opplæringen**. Gjennom arbeidet med faget skal alle elever bli trygge engelskbrukere slik at de kan bruke engelsk for å lære, kommunisere og knytte bånd til andre. Kunnskap om og en utforskende tilnærming til språk, kommunikasjonsmønstre, levemåter, tenkesett, og samfunnsforhold **åpner for nye perspektiver på verden og oss selv**. Faget skal bidra til å utvikle elevenes forståelse av at deres **oppfatning av verden er kulturavhengig**. Dette kan åpne for flere måter å tolke verden på, **bidra til å skape nysgjerrighet og engasjement, og medvirke til å forebygge fordommer**. Elevene skal få erfare at det **å kunne flere språk er en ressurs** i skolen og i samfunnet. Læreplanen i engelsk og læreplanen i engelsk for elever med tegnspråk er likeverdige.

(The Norwegian Directorate for Education and Training, 2019, p. 2, emphasis added)

Second “mellomarbeid”

1. Lead a discussion with your fellow English teachers at your school. Discuss how the competence aims, relevant for your level of schooling (primary, lower secondary, upper secondary), are linked to the section of the subject curriculum called “Relevance and central values”. How are these values reflected in the competence aims?
2. Individually, pick one competence aim that is relevant for the Year(s) you are teaching. How is this competence aim linked to the “Relevance and central values” section? How could you work with this competence aim in class while also focusing on “the bigger picture”? Feel free to include specific examples.

References

Fremmedspråksenteret (2017). CLIL – content and language integrated learning. Retrieved from https://www.fremmedspraksenteret.no/nor/fremmedspraksenteret/uh-sektoren/forskning-og-utvikling/clil-content-_language-integrated-learning&PHPSESSID=q0465sj1qncam5q3s5a44rars3

Ministry of Education. (2019). Core curriculum - values and principles for primary and secondary education. Retrieved from <https://www.regjeringen.no/en/dokumenter/verdier-og-prinsipper-for-grunnopplaringen---overordnet-del-av-lareplanverket/id2570003/>

The Norwegian Directorate for Education and Training (2019). Læreplan i engelsk. Retrieved from <https://www.udir.no/lk20/eng01-04>

Communicative language teaching (CLT)

A short reminder of the methodology

- Teaching English through English
- English now and then
- Visual language
- Learning by doing
- Learning by playing
- Language in chunks
- Repetition and routines
- The learning spiral
- Transparency
- English here and there
- Pupil activity