

## WORKSHEET B

<b>Title</b>	<b>Construction of teachers' professional competences</b> Example of project work pedagogy	
<b>Objective(s)</b>	To plan and guide project work. To reflect and help learners to reflect.	
<b>Keywords</b>	Learner autonomy — critical thinking – project work - collaboration – reflexivity - formative assessment - (intercultural competence)	
<b>Ref to the guide</b>	<b>Ref to the CEFR</b>	
I	4.1.4, 6.4.6.5 Ch 4 and 5 for competences	
<b>To complete this worksheet you need....</b> a photo and an object that remind participants of their teenage hood; paper tree to stick on wall, post-its and highlighters.		
<b>Task A</b>		
<b>Step 1 ( 3 people )</b>		
Think about specific features of project work and project pedagogy. In what way the CEFR fosters this kind of pedagogical choice and what tools it offers to teachers. Discuss with your colleagues and, if necessary, take notes.		
<b>Step 2 ( 3 people )</b>		
Read the following example. Put yourself into the learners' shoes and follow the instructions.		
<p><i>The project is focused on 'teen hood' appropriate for the older secondary age range and will be designed to extend linguistic competence and intercultural understanding as well as collaboration and study skills.</i></p> <p><i>Learners do a 'show and tell' and explain the significance of their photos and their objects. The aim is to draw on their own memories, experiences, feelings and emotions of being teenagers. The teacher jots down key words on the whiteboard/flip chart. In case of a multicultural class, images will also allow teachers and learners to work on intercultural competence.</i></p> <p><i>In small groups, learners create mind-maps to begin to plot ideas for a month long project designed to enable pupils to explore what it means to be a teenager. The mind-map should include ways to develop linguistic competence, intercultural understanding, collaboration, study skills, assessment opportunities and presentational skills</i></p> <p><i>After a fixed amount of time, the groups pin up their work on the wall and everyone goes for a 'learning walk' to look at each others mind-maps and to learn from them. Each learner is asked to reflect on the dimensions included in the mind-map. They can use chapters 4 and 5 of the CEFR to identify specific competences. The teacher spends time with each group.</i></p> <p><i>Learners return to their mind-maps and identify references to the various competences with highlighters.</i></p> <p><i>Then learners circulate again, and observe the posters to identify "strong points/ideas" of each of them.</i></p> <p><i>Everyone fills in a post-it with the 3 best ideas he/she will take away from the session to use. Participants stick their post-its on the 'tree of learning' on the wall (tree put on the wall by the teacher).</i></p>		



**Step 3 ( † )**

Write on two separated pieces of paper two reflection paragraphs on your experience, one as a “learner” who participates in a project work, the other as a teacher who is supposed to organize and guide project works.

**Step 4 ( † † † )**

Share your texts in the plenary and discuss in what way this type of work can contribute to the construction of professional competences.

