

CZ 2 local level case study CLIL

Writing and methodological approach Czech Republic

In the following case studies which present good practice in relation to active/advancing learning in collaborative environments (ALICE) - sometimes shortened to “collaborative learning”, it must be recognised that these are interpretations of interpretations (including translation from one language into the target language of English as *lingua franca*). The author is necessarily interpreting both what has been seen by that individual and what has been told to that person by others, who interpret the world and present it as they see and understand it. The reader of the case studies will also interpret the written words and other materials presented through the lens of their own experience and understanding.

The principle method for data generation for all the cases was a semi-structured interview devised by the author on the basis of guidelines given by the partners responsible for the initial research exercise to extract examples of good practice in teachers’ collaborative learning. In two of the cases, which feature good practice at local and school levels respectively, the author of the case studies presented was fortunate enough to have observed those players (actors) involved in the course of the activities which are deemed to be good practice. Additional research to seek to understand the central themes of the case studies was also undertaken.

Thus, although they are necessarily context-dependent and “laced with imperfection” (<http://isites.harvard.edu/icb/icb.do?keyword=qualitative&pageid=icb.page340906> -accessed 05/04/2016), the stories presented will seek to demonstrate to a broad and diverse audience, the goodness of the professional practice, revealing the common facets of this gem in the process of learning.

Context

In order to comprehend more fully these stories that follow, the author outlines below some key facts about the Czech Republic and its education system. The sources for these facts may be found at:

<https://www.oecd.org/edu/EAG2012%20-%20Key%20Facts%20-%20Czech%20Republic.pdf>
file:///Users/glynnkirkham/Downloads/MSMT_Education2012-web.pdf

The Czech Republic is to be found in the centre of Europe. It has an area of 78,866 km². For administrative purposes there are 14 regions including the capital city, Prague. Each region is divided into municipalities. There is a population of 10.5 million inhabitants, approximately 1.2 million live in the capital city. Only five other towns had a population which exceeds 100,000. It can thus be recognised that there are many small towns and villages. Three ancient areas are still culturally significant: Bohemia, Moravia and Silesia.

There are a number of minority groups from neighbouring countries such as the Republics of Slovakia, Poland, Germany and Austria. There is also a significant Roma population. Other foreigners include those from the Ukraine, Vietnam, Russia and those from Western European countries with residence permits.

With some minor exceptions, the language of instruction in schools is Czech, which belongs to the western Slavic family of languages.

From 1945 until 1989, a member of the Union of Soviet Socialist Republics, the Czech Republic has about a third of its population with any religious affinity. More than 80% of those declare themselves to be members of the Roman Catholic Church.

The Czech Republic has its own monetary unit, the koruna, and is outside the Eurozone.

Unemployment in the Czech Republic is about 7%.

It is a parliamentary democracy with a bicameral system – an assembly of 200 deputies elected under the proportional system and a Senate with 81 members, plus an elected president. The government is composed of a coalition headed by a Prime Minister. There is also a President who has significant powers as well as the title of head of state.

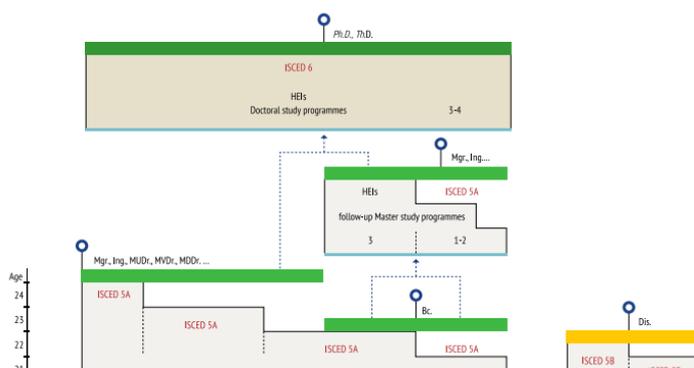
Public administration is carried out via central state administration together with self governing regional and local authorities (regions and municipalities). Following the Velvet Revolution, in 1989, and the creation of Czechoslovakia and then divorce in 1993, the Czech education system was transformed first as a result of the fall of the communist regime. In the area of educational administration, substantial changes affected the competencies of the Ministry were implemented after 1989. On 13th December 1990, the Czech National Council introduced a regional, decentralised school system. The municipality and the newly-established school authorities had autonomy. Teachers stopped being 'civil servants'. During this period, Olomouc became the administrative centre for Moravia and Silesia. In 2002, new reform gave school administration to the municipal and regional offices. School administration today lies mainly with the headteachers, who also have the right "to hire and fire". Each school has a set of founders but these have little active engagement with the schools policy-writing or management except in the appointment of headteacher. Schools and thereby headteachers have thus great autonomy.

Teachers and headteachers in the Czech Republic are comparatively poorly remunerated relative to teachers and headteachers in many parts of Europe. Class sizes are fixed at a maximum of 25 pupils per class. Contracted hours are also comparatively lower than in some other European countries. (OECD, 2013) A newly-developed career system is currently passing through legislation. There is no prescribed national curriculum (but an advisory one exists) and teachers are free to teach as they professionally adjudicate. As is also the case in number of other European countries, there is no national testing to assess learning progress until the age of 18. Success in this test is the normal route to higher education.

Compulsory school attendance is required for all children from the age of 6 to 15 years. Participation in early childhood education for children from the age of four years old is just under 90%. The Polish minority has its own schools which are allowed to teach in Polish. There are 25 nursery schools, 21 elementary schools and three upper secondary schools for this minority group.

The following diagram gives a visual description of the current education system in the Czech Republic.
Diagram

Organisation of the Education System in the Czech Republic



Additionally, a significant player in the field of education and in service of teachers is the N I DV (the National Institute for Continuing Professional Development) which has a long tradition of providing in-service education in the Czech Republic. It was founded in 2005 as a quasi-autonomous subsidiary organisation of the Ministry nationwide and it succeeds the earlier activities of the former thirteen regional educational centres, plus Prague. NIDV implement the agreed targets of the state educational policy and integration programmes in Czech and European education, in line with changes in education management and institutional support the continuing education of the players in the field. It focuses primarily on the implementation and promotion of the priority topics of national educational policy and also in its offer reflects the needs of teachers and schools in individual regions. Nationally and regionally, eight also offers educational programmes, which are financially supported by the European Social Fund (individual national projects, individual projects, others grant projects) and, in some cases, the stated budget.

Through its programmes in print and electronic form (www.nidv.cz) allows NIDV education teachers, methodologists, directors and school managers (functional training), and through seminars, courses, educational cycles and long-term training programmes that can be to organise and to order the entire teaching corps or more schools in the catchment area of the region. It uses the broad base of trainers and also works closely with universities and other institutions. Creating a concept of service teacher training and lifelong learning in the Czech Republic, provides educational, methodical and supportive services to schools and school facilities, performs various research investigations, provides information about new trends and changes in education or intentions statewide educational policy and the exchange of experiences among the professional school populace.

Case study 2. CLIL - an example of local collaboration

CLIL

Before beginning this story of collaboration, I would like to acknowledge the source of some of the material relating to the writing about the project CLIL and the collaborative learning derived thereby. I am particularly grateful to the co-ordinators of this project and to other contributors to the written text on the website www.clil.nidv.cz. I have taken the opportunity to put into English their words in order that the achievements of this project might reach a wider audience and, particularly, colleagues in the EFFeCT project.

Context

Modern foreign language teaching in the Czech Republic is reported above in the general introduction to the case studies from the Czech Republic. The current European lingua franca, English, is competently spoken by only 30% of the population. The non-western Slavic Czech language dominates with German and Russian being common second languages. In schools, English, German, French, Russian, Polish, Spanish and Italian may be found as taught second languages. The first three of the languages listed are those most commonly taught.

Competence in at least one other language is a key part of European goals for education throughout the 27 states. One current approach to modern languages' teaching is to seek to make more relevant and more like in real life is to use the modern language while teaching another school subject. One such method which has derived some success is called "Content and Language Integrated Learning (CLIL)". CLIL is an English acronym that stands for instruction when teaching a language and a non-language subject simultaneously, i.e., in an integrated manner; or, if a non-language subject is taught through a foreign language and if a foreign language is taught using a non-language subject. Pupils acquire knowledge and skills in both subjects simultaneously.

One of the first to use the term CLIL was David Marsh of the University of Jyväskylä in Finland in 1994. According to experts, associations EUROCLIC dealing with CLIL, this method is described as the use of a foreign language as a means of teaching a non-language subject, e.g., Geography, history, mathematics or any other object. Other authors of publications dealing with CLIL (Holmes and Coyle) emphasise that it is not a language preference or dominance over another object or vice versa. It is a natural connection to any extent. It is not important whether the activity of several minutes in a foreign language or a lesson carried out mainly in a foreign language.

Despite all the information and affirmative references about this teaching method, some teachers have completely unnecessary doubts and avoid its use. On the other hand there are enthusiasts who want to be innovators and clearly support CLIL. However, it exists as practice and its challenges are known.

A group of experts serving on CLIL news and giving tips to teaching at the website, 'Onestopclil' reported that CLIL actually cannot be clearly defined. It concludes that CLIL can be described in five basic definitions. The first is a widely-accepted Council of Europe formulation speaking about different forms of teaching non-language subjects or their parts in a foreign language. The second definition emphasises especially the dual educational objectives for CLIL: a foreign language and the corresponding non-language subject.

The third refers to the time efficiency. Integrating language and non-language teaching thus contributes to the acquisition of subject and a foreign language at the same time. So actually we save time while learning to fully utilise the space we have. Another definition of CLIL combines these teachings with greater variability teaching methods. Variety in the administration of the curriculum is reinforced and in some way also the diversification of foreign language. At the same time, the pupils require specific language as in bilingual instruction. The last universally-accepted definition of continuity possible using this method sees greater motivation arising from using the CLIL approach. A foreign language spoken in a natural environment, in a real situations, brings with it a greater taste for knowledge and communication as such.

Eurydice, the information platform for education in Europe provides information about projects and expansion of CLIL in individual states. The main target (CLIL) language is English, followed by French and German. Objects with which to govern CLIL can be divided into three basic groups. They are the humanities such as history, geography, natural history. Following scientific subjects such as mathematics, physics, biology and art objects such as education - music, art and physical. CLIL is associated with a particular effective use in any subject. The use of CLIL in the Czech Republic began to develop mainly in connection with the document of the European Union 'Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006'. This plan combines language goals with the course content related to the objectives of the European Union.

CLIL has two simultaneous objectives - the development both of a second foreign language and of a non-language subject. Both are equally important, even though they may be developed to varying degrees in any lesson. The degree of involvement of language in another subject depends on the situation, the suitability of and choice of teacher. It is also important to consider the age of the pupils, the teaching conditions, the school's curriculum, and to what extent our students have been used to this method. Likewise, the degree of involvement of specialised subjects in language teaching depends on the same factors. It is the responsibility of the teachers to ensure that the curriculum is comprehensible and is organised and taught in such a way and that it inspires and interests the pupils. In such conditions, it is then possible to successfully develop other targets, such as communication skills, awareness of internationalism (correct equivalents of technical terms in the target and native language) and language skills (the ability to use the target language). The outcome is that a subject is not isolated from the other language and is subject to but not limited by a foreign language. The complex character and natural connection between knowledge and skills across subjects emerges. Just as in life things do not happen in isolation since learning picks on continuity and connectivity, which is closer to reality. Thus, use of the target language will be natural, immediate and meaningful.

Teaching CLIL combines the teaching methods of both the language and the non-language subject. This fact alone brings diversity to the curriculum. Knowledge is not one-sidedly presented by the teacher, but students are encouraged to discover independently, to integrate new knowledge with what is already known; students are encouraged to discuss and work with different Instruments for learning. Pupils communicate more naturally because there is a need for clarification of terms of feedback and self-reflection.

CLIL was an approach already being used by small numbers of teachers in some parts of the Czech Republic. There was no national approach nor a national strategy (see the general introduction with regard to decentralised schooling in the Czech Republic). It was to this setting that is a CLIL project supported by the European social fund and the state budget was established by NIDV. The project was managed and co-ordinated by a relatively young but able and enthusiastic team of three modern linguists employed as teachers of teachers on in-service courses. All three had the experience in schools as modern language teachers.

Account of good practice

The good practice in collaboration can best be evidenced by examining the project, its implementation and its outcomes.

Other actors in this project, who work with the three, were specialist personnel from the Research Institute of Education (NUV) and the Association of Methodologists and Teacher Educators (AMATE). (I love that acronym derived from the abbreviation, don't you.)

The target group for the project was teaching staff (with the level of foreign language min. B1) teaching English, German and French at the second level in primary schools and lower grades of

secondary and grammar schools. The aim of the project was to raise awareness of teachers as to how to use CLIL in teaching in schools.

There were three main activities of the project:

1. methodical training of teachers
2. creation of methodical material
3. final conference with workshops

Within the activities of "methodological training of teachers", an accredited 40-hour educational seminar on CLIL was offered to teachers in all regions of the Czech Republic. The training was attended by 477 teachers who had the opportunity to learn more about this method, with a view to linking subjects of English, German or French.

The second activity of the project consisted of creating a methodological guide for teachers. The handbook contains theoretical and practical presentation methods and experiences of teachers with the introduction of methods in teaching in their schools. The manual's most important component were practical suggestions and CLIL activities which had been tested in the conditions of our schools. A DVD which contains footage - shot in real-time with CLIL at primary school and grammar school levels was also produced.

At the end of the project, two conferences which introduced CLIL to teachers and headteachers were organised. The conference included several workshops where attendees learned more detailed information about the use of CLIL. The conference also included publishing companies which produce text-books, teaching materials and teaching aids focused on the CLIL approach to teaching modern foreign languages. Participants were thus able to see and acquire further ideas for CLIL inclusion in the curriculum from practice at home and abroad and to share this information with colleagues in their schools and those with whom they had shared the course.

In 5WH terms:

Who was involved?

Language teachers and teachers of different subjects from primary schools (which include lower secondary pupils)

What was done?

In the term of project CLIL, the teachers training was organised in all regions in Czech Republic.

Why was it done ?

The goal was to introduce and to teach the teachers how to use method CLIL in their classes.

How was it done ?

The teachers were given 40hours training, they were also provided the methodical materials. and why in that way ?

By interactive training we could cover large amount of teachers through Czech Republic.

Where was it carried out?

All regions in Czech Republic outside of Prague.

When was it carried out?

2010 - 2011

Participative Professionalism

As a medium for collaborative learning, there can be few mainstream approaches to teaching and learning which lend themselves so readily to the phenomenon of participative professionalism as does the CLIL approach. Within the very essence of this pedagogy is a minimum requirement to have cross-curricular - or interdisciplinary - discussion to ensure a coherent syllabus for the learning of the students.

Coherence in the development of the project was assisted by the emotional strength of the team. As one of the co-ordinators declared, "There were very good relationships within the team". As mentioned above, the core team were excellent, experienced modern languages' teachers and good andragogues. Although all were good modern poly-linguists, each had a specialism in the target languages of the project: English, French and German. Such a provision in the planning of

team membership must not be serendipitous but carefully managed. Each worked in a different region but for the same national organisation.

One observed characteristic of the Czech people is that they (like some other folk) like to talk, to discuss, to debate, to review, to try to reach consensus, to re-visit themes but reaching a point of decision-making and then taking action upon that decision is quite another matter. Thus, when leading a project which has precise deadlines and outcomes, those with such responsibility need to be strong-willed and determined and, at the same time, maintain professional courtesy. The good social characteristics of the trio, their communication skills and their determination to achieve the desired outcomes may or may not be apparent properties found in all modern linguists but, it may be posited, in the majority. Like the majority of modern linguists today, all three are female. There is increasing literature on gender differences in leadership suffice it to say that a more consensual, democratic and inclusive but goal-centred approach to leadership is a major (but not exclusive) finding in relation to female leadership. Thus it was here.

Use was made of research in the practice of CLIL both in the Czech Republic and elsewhere and it was essential to work as co-professionals with members of the National Education Research body, those from the methodics association and those from universities - special reference needs to be made here to the work from the university of West Bohemia in Plzen. There was also reference to and recognition of the work of teachers in the Czech Republic who had independently developed in isolation a CLIL methodology in their schools some of whom acted, under the guidance of the co-ordinators - as workshop facilitators. For most of the 477 teachers who participated the concept and practice of CLIL was something new.

Teachers' own knowledge was mobilised (and this the author personally witnessed at one of the many workshops (as a monitoring role when erstwhile senior manager in the organisation and as a former modern languages' teacher) and there was much sharing of ideas. The outcomes of which led to material being developed and made accessible via a CD and the internet.

As one of the co-ordinators commented, "We could see the impact at the end of training – the teachers could use some new methods and they had the feedback from other colleagues."

In developing the project, the team were at the same time developing 'policy' for the Czech Republic. They were acting as implementers - protagonists - of European policy goals but without an existing mandate - other than through partial state funding - from the Czech government.

Advancement of equity

Here, reference to the points made about the composition of the core team already outlined above seems to be appropriate. When asking about the question of 'equity' to those outside of social scientists, who have read widely, the term does not exist. In the Czech language, there is no word for 'equity' other than as a synonym for 'equality'. It is well understood by students of socio-linguistics that where a word does not exist nor does the concept! Thus, it was necessary to seek to make this term comprehensible when interviewing my Czech colleagues.

At many continuing professional education programmes for teachers, seminars and workshops, teachers are presented with an 'expert' from whom they will 'learn'. "Progress" towards a view of learning by, with and from colleagues - co-learning - "during the 40 hours' training was visible" and evident. They began to understand that they, too, had expertise to share.

With regard to participative justice, the co-ordinators noted that, "All the teachers knew that there was just insignificant development without co-operation." Thus, they were active in their own learning and in supporting the learning of their colleagues from other schools. The environment which encourages such co-operation is not a given and it is to the manner in which the co-

ordinators and facilitators managed the learning opportunities within the space available that note must be made and praise must be given.

The learning culture established by the team developed the sense of equity during the project for the programme managers, the facilitators and the teachers. The move from closed content consumers to open content sharers was in evidence as the project progressed.

Within the Czech culture there is a strong sense of tolerance (at least, publicly) and individuals are listened to generally within a CPD session without interruption. There would also be discussion. The general tenets of this approach were maintained but expertly balanced by the core team and facilitators (working in tandem and refocussing the attention of the teachers to the CLIL activity in hand).

As a reflection on the whole process, a co-ordinator told me that “The tasks were distributed and it helped to achieve the goals; the tasks were not overwhelming.” This comment applied equally to the core team (which had the greatest challenge and to the teachers involved, who were given examples of practice to try out in their schools which had derived from the taught sessions and from the sharing of practice within the workshop part of the course. They were given the chance to co-operate with others and share the learning that had derived from their practice and then with the whole group if they wished when next they met. The project covered all fourteen regions and all contributions were valued and shared by means of videoed sessions and dedicated website recording where the participants permitted.

Impact on learning (particularly deep learning)

One common psychological definition of learning is that it leads to a change in behaviour. In an ‘Introduction to Learning Theory and Behavioral Psychology’ Heffner building on the works of Watson and Skinner writes: “Learning can be defined as the process leading to relatively permanent behavio(u)ral change or potential behavio(u)ral change.” (<http://allpsych.com/psychology101/learning/> accessed April 2016).

In this project, there were many learning opportunities in collaborative settings for many individuals and their groupings. There were the 477 teachers, the many regional facilitators (lektors), the researchers, the methodics and the core team - all as individuals and as colleagues, co-learners and co-contributors to learning. In-depth investigation of each in terms of the total phenomenon would merit a doctoral thesis and there is not the possibility here for such. There will be presented here only what has been possible to elicit and deduce from the co-ordinators’ perspective.

At the beginning of the project not many of the Czech teachers knew about CLIL. Rather disappointedly, a co-ordinator informed me that at the end of the project, “Not all the teachers started to use the CLIL method, only 60 – 70% did so!” Given the definition of learning outlined above and given that “many of the teachers were not supported by their headteachers” and that “many of the teachers were funding their expenses from their own funds”, it may be suggested that such a high take-up was indeed a success. What the majority of the teachers had learned they were putting into practice. They had indeed changed their behaviour and adopted new ways of facilitating the learning of their students. They had added to their portfolio of learning facilitation with their students. They had also learned from the common activities and tasks in which they had been involved during the workshops. They had themselves produced and co-produced materials to share in their own schools and other schools. They had gathered materials shared by colleagues. They had benefited from a clearly-written manual and set of methodical guidelines to which they had contributed. They had learned to produce videos which would demonstrate their own CLIL-style learning and teaching for their own reflection and learning and of such a quality for the learning of others. Examples of teachers working with the outcomes of the CLIL project may be seen at the following website:

https://www.youtube.com/watch?v=Ydl04J3vVrM&index=1&list=PLZgmC4l2EZYCOzKFO_ZivDIWpizTE4gh

Those involved in the research and development of the methods of CLIL implementation had learned about the approach (some for the first time) but used their learning and applied to the tasks they were given by the core team. The methodics who carefully developed the 'how' part of the process applied what they knew about writing methods for pedagogues and what they had learned about CLIL. Teachers, project participants also developed methodology sheets as a result of lessons learned and experiences from the project CLIL seminars led by experienced trainers. They described them in interesting activities with the use of this method in different technical subjects, which subsequently verified in practical teaching with their students. From a total of 477 participants, the editors selected for inclusion in the manual 81 of the best examples for English, 10 for German and five for French.

The activities include a methodology for teachers, workflow for pupils and photocopiable worksheets. For each activity a national flag indicates the language used (English, German and French language). The system provides the ability to work in Word, PDF and PPT.

The facilitators (experienced teachers of CLIL, modern languages, and andragogues) gained new knowledge of the common (and not so common) examples of good practice in modern language teaching not only from the teachers in their workshops but also learned from the central organisational meetings with other facilitators as they planned their workshops and common teaching materials. In all cases, they were carefully guided by the core team of co-ordinators.

Collaborative inquiry

Beyond the examples in the text above, possibly the best evidence of this comes from the clear values (and it can be confirmed from eye-witness evidence in a message from one of the regions when seeking course participants).

The goals are clearly focussed and writ large: "*... the content will be teaching a foreign language properly by use of the substantial subject content and applying a foreign language. That is, learning a foreign language using the most effective methods, which is not only the goal of teaching children and students CLIL but also the goal of seminars for teachers who by choosing to teach in the Czech Republic have already shown that they are able to successfully practice and deal with this world.*

In the ... region, three groups of teachers interested in CLIL have already met. Among them were both experienced and novice teachers, enthusiasts and skeptics, experts with different levels of language expertise and language-teaching content objectives. ... before the first meeting of the seminars the facilitators have experienced similar feelings as teachers before the first lesson of teaching CLIL. We wanted to learn a lot and when to use the foreign language so that even the best experienced progress in their language skills and the weakest one will not feel lost or compromised. We wanted to use new methods, be objective, unconventional, efficient interactive processes."

They write of collaboration and modus operandi.

"Preparation, we devote a lot of time, not only preparing a detailed schedule blocks for each module, thinking about disclosure procedures and their application in an authentic context, but also searching for other beneficial materials, texts and course inspection mastery of the objectives set. We carefully chose music for various activities and we pay great attention also modify the environment for teaching CLIL: the layout of seats, didactic and illustrative relaxing posters, paintings, photographs, interesting books for language and content support.

Evoking a friendly atmosphere was number one priority. We strive to create a safe environment in which to gradually recognise and get rid of shyness using a foreign language in which we will share experiences and challenges in teaching a variety of subjects. We want to find a common language and practice to show that CLIL teaching is motivating,

effective and linked to our everyday lives.

"Teach What You Preach."

(Teach in a way in which you believe and those natural.)

We have built on what we believe we know, on what we feel is right when teaching and on what we have good experience.

Informal activities with music and movement were held, and for communicating information we have created a framework in which to leave room for imagination and surprise. Information-packed blocks alternate with activities in which teachers give vent to their creativity."

Is it possible that one could not be attracted and want to be part of this development?

They wrote further of their learning experiences in the workshops and more on collaboration and its outcomes.

"We saw different processes, how to use relaxation to release or activate the mind. How to determine the types of sensory dominance in the group. How to work with texts. How to set goals and evaluate their achievement. We shared the experience of existing teaching practice and tried to evaluate it with fresh eyes. We discussed how important is reflection and introspection. We worked in pairs or in teams, where one turned to the other, and we were exposed to many faces of CLIL. Before each teaching unit block hours, long-term and short-term project, it is necessary to realise clearly what the objective content, language, and how these goals can be achieved. The Golden Triangle of successful CLIL teaching. How much easier for us to plan with the progress of seminars and our own lessons. We all know the feeling when we begin lesson in a different direction than we had planned. Keeping in mind this triangle, we manage to go back an hour on track and achieve a satisfactory result. Such a method simplifies the course of instruction.

"If the child not learning the way you are teaching, teach the way the child is learning." (If the child is not learning the way they teach, teach the way in which a child learns.).

Every group with which we worked was different. Another method of approach to CLIL in other predominant learning style, different in language skills. And it was necessary to adapt to the transmission of new information. It is not always easy.

Try to put the most appropriate activities to a group of sentient world dominant kinaesthetics while struggling with a lack of space. Small ball movements can be used with a frequent change of sitting, short release exercises - regularly incorporates dynamic content appropriate text - it is good to involve as many senses verified by appropriate means, to which it is necessary to always have tools in stock.

For some members of the group, we are well aware of a certain mistrust and skepticism, leaving the space we have for it to have in the various activities at co-operation with other members of the group discussions and the chance to overcome their distrust.

Discussion arose spontaneously and just as spontaneously was Czech and English being used. We have tried to realise how and why to bring to life in Czech schools this method and not enumerate the reasons why it would not work."

In the text above they are using and applying knowledge of theoretical models of learning and pedagogy in rigorous and systematic, professionally-oriented manner. They are also learning modes of conflict management and emerging with practical and positive solutions.

For the core team of project manager and the two activity managers, involvement as key decision-makers and drivers of the project, they quickly recognised the need for employing the necessary existing expertise to make the project work and achieve the goal of introducing CLIL to more Czech teachers. They learned to draw upon their own and their colleagues' knowledge in order to make things happen. They learned that many teachers are already creative in their approach to teaching but that their knowledge is not generally shared even within the school. (Like in most countries, teachers tend to work in isolation from their colleagues and curriculum mapping of students' learning is rarely carried out. Team teaching and cross-curricular, interdisciplinary approaches are slowly re-emerging but these are still not common.) They learned, too, that despite their own enthusiasm for the CLIL approach and modern foreign language teaching not all schools had

supportive headteachers some of whom would not support the attendance of their teacher on the project. Despite this, they learned that determined tenacity and the ability to measure when to intervene and when to let discussion with the unconvinced be managed by the enthusiastic teachers. There was a little disappointment that not all would take it up but given Heffner's definition of learning, one never knows unless through follow-up research whether the seed sown had truly fallen on stony ground or had merely taken longer to set down roots and begin to break the surface of the established singular and separate approach to subject teaching and learning. They had a credible success rate and learned that they could effectively manage together a daunting project enabling the project manager to tell them, "You have in your hands a set of methodological papers" (in the form of a CD) "that present a variety of ways to use the CLIL method, which consists in integrating foreign language (English, German and French) and specialist subject from mathematics to physical education." The goal had been "To train the teachers in co-operation and to share and disseminate the themes." They had learned how to do that most effectively.

Collaborative enquiry

A cohesive culture is something that Czech teachers believe "already exists in their schools". In the good practice that does exist, there is a clear sense of learning together and most teachers know of its importance. There have been major national projects on the development of teachers as reflective practitioners and some moves towards the establishment of communities of practice.

The sense of identity was very high in the core team and in all involved in the project and its implementation. A co-ordinator described the participants as "A group of people who were interested in learning and in their own self-development" then realising the same was true of those leading the project. They were breaking new ground, 'pioneering' - a term which also harks back to the Scouts-like young socialists when part of the USSR community.

Emotional support between teachers was observed by the co-ordinators as being high and equally within the core team. In carrying out the tasks asked of them in the workshops and as 'homework', one co-ordinator wrote of "The high support among teachers to do the activities".

Very evident was learner- and learning-centredness. There was a clear goal but no-one was to be left behind.

Further collaboration was recognised by the project manager in acknowledgements (http://clil.nidv.cz/dokument_5.html) of the work of the following: three members on the editorial board for methodical papers in English; two on the editorial board for German who also taught on the courses as facilitators and just one editor for French who also taught on the courses as a facilitator. Language was proof-read and corrected by a further three colleagues. As well as the association with AMATE and the Pedagogical Research Institute already mentioned, additional programming and graphic design for the project and materials involved a further three with the appropriate expertise and for the artwork in the methodological manuals a children's book illustrator was employed. In order to carry out these activities it was necessary that all understood the goal, were aware of the plans and their part in them so that they could give of their best. A high degree of communication skills is essential for those leading such a project

In the table below is a brief summary beyond which with what is above leaves little more to be told.

**Factors facilitating
collaboration**

**Factors hindering
collaboration**

Factors facilitating collaboration	Factors hindering collaboration
Appropriately qualified and experienced personnel in central team and a very good (and professional) team of people in project. They got on well together were determined and enthusiastic about the work in hand.	In most cases, the level of teachers' knowledge of the CLIL approach was close to none.
The undaunted enthusiasm and desire to learn by many of the teachers at workshops complemented that of the team.	There was, nonetheless more limited interest shown by some participants. The teachers were not incentivised financially.
Working on and writing together the guidelines, materials and manual. This joint activity drew people together.	Funding and resourcing had an impact both on the marketing and publicity for the project and on the purses of some of the teachers participating with some not even having emotional support from their headteachers.
The conference with workshops and seminars to disseminate good practice was successful.	They were fewer attendees than desired for more effective dissemination of the good work that had been produced.
The harmonogram (planning chart and dates) of the tasks was well prepared and adhered to well.	
The tasks were distributed among project personnel. No-one felt overburdened.	
Clearly given competences acquired by all participants.	A limited budget restricted opportunities for publicity to promote training to schools.

If you have not already viewed the videos produced as a result of the project then your chance to see the outcomes of that part of the story is now. Examples of teachers working with the outcomes of the CLIL project may be seen at the following website:
https://www.youtube.com/watch?v=Ydl04J3vVrM&index=1&list=PLZgmC4l2EZYCOzKFO_ZjvDIWp_iizTE4gh

In the Czech Republic, CLIL continues as an approach to making more real the learning and application of foreign language teaching in many of the participating schools, together with converts who arrived too late for the project but on which materials they build their own version of CLIL.