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International Learning:
Learning to be International
A world of Views

Presentation Abstract

Strand 2: Drivers of International Learning	
Presenter	Transformation or Confirmation of Timeless Notions? Abstract
<p>Ietje Veldman Iclon Leiden University, the Netherlands Veldman@iclon.leidenuniv.nl</p>	<p style="text-align: center;">Pre-service and In-service Teacher Education programmes for teachers in bilingual and international schools</p> <p>Schools are increasingly moving towards teaching in an international setting with the English language as lingua franca. This process requires a new set of teaching skills even for experienced teachers. ICLON Leiden University School of Teaching and Wolfert van Borselen School Group in Rotterdam have recognised this development and have responded to the challenge of developing a pre-service and an in-service post-graduate training course that provides teachers with the skills they need. The pre-service World Teachers Training Programme,</p>



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the in-service World Teachers Summer School and the complementary Advanced Programme focus on the pedagogy of bilingual and/or international education and the knowledge and skills teachers need to teach in these schools. We aim, for example, to make teachers more aware of how to successfully integrate content and language learning in their subjects. The programmes are based on the practical application of theory and work from real-life teaching situations, case-studies, activities and approaches that have been intensively tested during pre- and in-service trainings. The Advanced Programme builds on the topics from the Summer School and will be tailored to the wants and needs of the participants. The Advanced Programme creates opportunities for Summer School participants to set their own learning goals and improve their teaching skills through coaching and self- study. The Advanced Programme

The main topics in all courses are:

- Teaching through English versus teaching in English:
- Strategies for learning and teaching content and language
- Activating prior knowledge
- Providing multi-modal input
- Processing input
- Stimulating output production



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- Giving corrective feedback
- Rubrics and assessment
- Working with gifted students
- Using appropriate politeness
- Third culture kids.

In this presentation we will share the outlines of our programmes, and we would like to have feedback of the audience