Standard for
bilingual education

in English - havo/vwo

Content

The **Standard for Bilingual Education** ensures the quality of bilingual education in the Netherlands, and is endorsed by all member schools of the Network of Dutch Bilingual Schools. The standard defines the basic requirements for schools that offer a bilingual havo or vwo stream.*

The European Platform recognises any school that meets this standard as:
• 'junior tto school', if only the requirements for the lower forms are met;
• 'senior tto school', if all requirements are met.

This version of the standard was laid down by the Network of Dutch Bilingual Schools on 29 September 2010.

The full Standard in Dutch includes three appendices:

1 *The competency profile for tto teachers* (included in this brochure).
2 *The internationalisation requirements within the national core objectives* (available in English from *http://ko.slo.nl/verantwoording/Kerndoelen_Engelsversie.pdf*).
3 *B2 als tussenstation* ('B2 as a halfway point' (only available in Dutch); a document which outlines the possibilities for schools to demonstrate that their students have attained CEFR level B2): www.europeesplatform.nl/tto.

Relevant terminology
vmbo the four-year pre-vocational stream in Dutch secondary education.
havo the five-year intermediate stream in Dutch secondary education.
vwo the six-year pre-university stream in Dutch secondary education.
tto short for *tweetalig onderwijs*; bilingual education.

***The requirements are the same for both streams, unless otherwise specified.**

A   Yields and results

A1 LANGUAGE PROFICIENCY IN ENGLISH
- At the end of the third form, pupils have attained a level of language proficiency equivalent to level B2 (vwo) / B1 (havo) of the European Framework of Reference for Languages in all skill subsets (spoken production, spoken interaction, writing, reading and listening).

- At the end of the sixth form, t-vwo pupils attain one of the following certificates of the International Baccalaureate Diploma Programme: *IB English Language and Literature Higher Level or Standard Level.*

- At the end of the fifth form, t-havo pupils attain one of the following certificates of the International Baccalaureate Diploma Programme: *IB English B Higher Level or IB English Language and Literature Standard Level.*

A2 LANGUAGE PROFICIENCY IN DUTCH
- The results in the subject Dutch may not deviate negatively from the average national final exam results.

A3 LEVEL OF SUBJECT KNOWLEDGE
- The final level attained in each subject may not deviate negatively from the average national final exam results.

A4 EUROPEAN AND INTERNATIONAL ORIENTATION
Lower forms
- At the end of the third form, the pupil demonstrably meets the internationalisation requirements as contained in the national core objectives, at the least for the subjects history, geography and economics, so that he or she is able to speak and write about these subjects in an insightful manner.

- At the end of the third form, tto pupils have:
  1 gained knowledge of EIO in the context of the subjects;
  2 participated in internationalisation projects;
  3 participated in at least one international cooperative project.

Upper forms
- At the end of the tto curriculum, the pupil has demonstrated his or her knowledge of a theme related to European or international developments through the production of an essay, presentation, thesis and/or dialogue in English.

- At the end of the tto curriculum, the pupil has:
  1 gained knowledge of EIO in the context of the subjects;
  2 participated in internationalisation projects;
  3 participated in at least one international cooperative project.

A5 CHARACTERISTICS OF ENTRANTS, LEAVERS AND TRANSFERS
- The evaluation of leavers takes the data on entrants and transfers into account.

B Educational learning process

B1 QUANTITY OF LANGUAGE INPUT

- In the **lower forms**, at least fifty percent of classes are taught in English. In the **upper forms**, out of a total of 4,800 (vwo) or 3,200 (havo) hours' worth of course load, 1,150 (vwo) or 850 (havo) need to be in English.

- The contact hours in English are adjusted to the English-language course load.

- Dutch has an equal position to English.

- At least one subject from each of the following clusters is taught in English:
- Exact sciences
- Social studies
- Creative and physical education

B2 QUALITY OF LANGUAGE INPUT

- At least one subject from two of the three clusters listed under B1, that is, a total of at least two subjects, is taught by a native speaker.

- Teachers of English in particular play a role in teaching the formal characteristics of the language.

- The other teachers are proficient in English at least at level B2 for all five skill subsets described in the Common European Framework of Reference for Languages.

- The other language subjects are taught in the target language.

- Generally, the teachers meet the criteria of the *Competency profile for tto teachers*.*

- Teachers use authentic English-language teaching materials.

B3 EUROPEAN AND INTERNATIONAL ORIENTATION

- The curriculum is characterised by the high amount of attention paid to internationalisation.

- The school clarifies the position of European and International Orientation in its policy plan for the tto department.

- The school uses the **Common Framework for Europe Competence** to design its EIO programme.

- International orientation is represented in the curriculum in the form of special programmes and projects.

- The tto pupil actively participates in a variety of internationalisation activities (which give shape to the school's internationalisation goals), such as exchanges, international work experience, study visits, or other cooperative projects.

- The pupils' international activities are documented, for instance in a portfolio.

- There is a varied programme that includes, for instance, English-language excursions, theatre visits, and participation in the Model United Nations, Junior Speaking Contest or European Youth Parliament.

*See Appendix.

C Quality Assurance

C1 VISION

- The school management has a documented vision on bilingual education that covers the relationship between tto and internationalisation.

- The school contributes to furthering the development of tto in the Netherlands.

- The school endorses this standard, participates in the quality assurance scheme and is a member of the Network of Dutch Bilingual Schools coordinated by the European Platform - *internationalising education*.

C2 QUALITY ASSURANCE SCHEME FOR TTO

- The quality assurance scheme comprises the following **inspections**:
  - A **progress inspection** in the second year of teaching tto, resulting in a peer assessment of the tto department's progress in relation to the indicators of the tto assessment framework.
  - An **inspection** in the fourth year of teaching tto, leading to certification as 'junior tto school'.
  - An **inspection** in the sixth (havo) or seventh (vwo) year of teaching tto, leading to certification as 'senior tto school'. If the school offers t-havo as well as t-vwo, the inspection takes place in the seventh year of teaching tto.
  - After this, a periodical peer re-inspection takes place, with the aim of recalibrating the tto curriculum with the Standard.

- The quality assurance scheme comprises the following **core documents**:
  - The standard for bilingual education including its three appendices.
  - The assessment framework for bilingual education, entitled 'Tto inspections – an explanation for schools'.
  - The tto-inspection report form.
  - The inspection report.

In preparation for the inspection, each school also fills out a **questionnaire** and receives a **document** containing information and guidelines for the day of the inspection.

D Preconditions

D1 STAFF

- The teaching staff is given adequate means to prepare and teach tto. Among other things, this is indicated by the availability of means for:
- The coordination of tto.
- In-service teacher training and professional development with a view to satisfying the quality requirements of tto in the broadest sense.

- The team is co-responsible for offering a coherent curriculum.

- The school management encourages teamwork, including cross-curricular cooperation and teacher interaction, for instance through the formation of small teams in which teachers of English also participate.

D1 MATERIALS

- Sufficient use is made of English-language (teaching) materials, in the classroom as well as in the media library.

- The materials used have been translated and/or developed specifically for tto.

- It is important that authentic teaching material is used for international orientation as well as for language proficiency. The choice of materials should reflect the international orientation of the tto pupil.

Competency profile for tto teachers

This profile outlines the competencies that teachers in bilingual education are assumed to have. The profile is part of the Standard for bilingual education in English, as laid down most recently by the Network for Dutch Bilingual Schools on 29 September 2010.

1 CURRICULUM

1.1 The tto teacher develops cross-curricular learning plans with other subjects.
Tto teachers cooperate on shared educational objectives. The development of learning plans includes making cross-curricular connections with different subjects, with care being taken to maintain coherence and to enrich the pupils' perspectives on the subject matter. Example: the topic of the First World War could be covered from historical, literary, physical/geographical and mathematical angles.

1.2 The tto language teacher works on projects together with other language teachers and/or subject teachers.
The teacher initiates and actively contributes to cross-curricular projects, using themes to which participating teachers connect subject-related and language-related objectives.

1.3 The tto teacher develops a curriculum with a view to attaining the CLIL objectives.
The tto teacher feels responsible for including CLIL objectives (the '4 Cs': content, communication, cognition, culture) into the curriculum. CLIL is the starting point for organising the teaching material and for the form in which it is offered.

1.4 The tto teacher helps pupils develop information-finding skills.
The teacher helps pupils to look for and find information, and judging its reliability. Example: a pupil uses an article from a random Internet source. The teacher explains that this information is not neutral; that it has been influenced by the opinion or background of the writer.

1.5 The tto teacher coordinates international cooperative projects, with a view to the development of intercultural skills.
The teacher has the capabilities for setting up and coordinating an international project. The project should be particularly focused on helping pupils develop intercultural skills and work together in a meaningful way with their peers abroad.

1.6 The tto teacher seizes opportunities to incorporate topical international events into classes.
World news has a natural place in class. The teacher regularly finds ways of incorporating topical subjects into the day-to-day teaching practice.

2 SELECTION OF TEACHING MATERIALS

2.1 The tto teacher is able to find suitable teaching materials.*
The teacher uses materials from a variety of sources: newspapers, magazines, social media, blogs, reference works, films, documentaries, advertisements, historical documents, radio and television broadcasts, literature, et cetera. The internet is an invaluable tool which the teacher knows how to use effortlessly.

2.2 The tto teacher selects suitable teaching materials.
The teacher is able to select the most suitable materials from the plethora of possible sources that would match a given topic. The degree of suitability is determined both by the extent to which the materials fit the subject-related teaching objective and by the extent to which the materials challenge pupils at the appropriate language level. The teacher ensures that there is a good balance between the different language skills.**

2.3 The tto teacher is able to adapt suitable materials and/or learning tasks in accordance with the pupils' language proficiency level.
The teacher customises any selected materials that do not correspond to the pupils' language proficiency level, for example, by adding questions aimed at determining comprehension with regard to content as well as language. Another good strategy would be to divide the material up into smaller portions, or to provide visual support.

2.4 The teacher offers a variety of materials.
The teacher makes sure to offer a varied selection of textual, auditory and visual sources, with a balanced choice of written texts as well as film and audio excerpts.

2.5 The teacher selects materials with a view to providing an international perspective.
The international perspective is a selection criterion. The teacher selects sources that, for example, show the effect of a given phenomenon in different countries, or that showcases a variety of opinions or customs.

2.6 The teacher is able to attain the national core objectives for his or her subject by using authentic materials in the target language.
The teacher uses a suitable English-language course book and supplements this with materials (see 2.1) from English-speaking countries.

3 ASSESSMENT

3.1 The teacher sets assignments and tests to evaluate the target language curriculum.
Assignments and tests are used to assess whether the level of set materials has not been too high, and whether the content has been brought across in an effective manner.

3.2 The teacher sets assignments and tests to evaluate the pupils' progress with regard to language as well as the subject area.
Assignments and tests cover not just the subject content, but are aimed at language output in such a way as to make the pupils' progress in this area measurable as well.

3.3 The teacher is able to assess whether underachievement in tests is caused by language problems or gaps in the pupil's subject knowledge/skills.
The teacher distinguishes between errors caused by a lack of knowledge and errors caused by difficulties with the linguistic aspects of the test. This distinction can be addressed when discussing test results, and thus contribute to the learning process.

3.4 The teacher uses assessment criteria aimed at subject knowledge as well as language proficiency.
The teacher assesses the pupils' subject knowledge, but also their use of language on the basis of clearly stated criteria. Example: In a mathematics test, the correct

usage of mathematical terms counts towards the pupil's mark.

3.5 The subject teacher takes the pupils' language proficiency levels into account when setting tests.
Questions and assignments should be phrased in a suitable way for the pupils' language proficiency levels. This means that the teacher must continually gauge whether the pupils will be able to comprehend the vocabulary, sentence length and complexity of a test (also see 3.3).

4 DIDACTIC APPROACH

4.1 The teacher is able to determine whether problems with learning tasks are caused by language problems or by problems with the subject itself.
The teacher remains aware of the differences between language problems and problems with subject knowledge in the classroom just as he or she does with tests (3.3). In contrast to tests, where feedback can only be given afterwards, in class the teacher is able to make appropriate adjustments with regard to language or subject content straight away.

4.2 The teacher uses educational approaches that encourage language production.
The teacher has an extensive repertoire of self-directive learning activities to encourage pupils to develop all language production skills, on a small scale (such as 'think-share-exchange') as well as one a larger scale (such as the group activity 'experts' or the written activity 'silent discussion'). Equal attention should be given to all production skills.

4.3 The teacher encourages classroom interaction.
Tto pupils that do not use the target language with each other miss out on learning opportunities. Therefore, the teacher should encourage pupils to interact with each other. An easy way of doing this is to allow pupils to confer among themselves when using discussion-based teaching, but another strategy is to use learning activities that require pupils to interact.

4.4 The teacher recognises frequently occurring language problems and passes this information on to the language teacher.
The language teacher can address current (class-wide) language problems if he or she is kept properly informed. This means that subject teachers must know the right terminology for language problems. Examples: The Physics teacher lets the English teacher know that the pupils continue to have problems with the passive form of the present continuous; The History teacher reports issues with the pronunciation of the names of Roman emperors.

4.5 The teacher encourages pupils to develop language learning strategies.
Language learning strategies allow pupils to have control over their own language acquisition process. The subject teacher primarily encourages the development of such strategies through demonstration: How can you glean the main point of a long, complex text? What should you pay attention to when watching a documentary? How should you use a dictionary for this subject? Making language learning strategies into an educational objective in their own right works well as a secondary approach; for example, the teacher could turn filling in questions into a searching assignment.

4.6 The teacher uses a variety of communication strategies – negotiation of meaning in particular – to get the subject matter across.
The teacher uses different descriptive terms to explain new concepts, and makes pupils discuss the meanings of words among themselves. The teacher asks the pupils to rephrase, clarify, etc. Example: The Economics teacher asks pupils to explain the concept of bankruptcy to one another.

4.7 The teacher encourages the pupils' language proficiency by offering different forms of feedback.
The teacher has a repertoire of corrective feedback: ways of making pupils aware of linguistic errors and of encouraging them to correct these. Examples: rephrasing, repeating the mistake, explicitly identifying the mistake. The teacher also provides positive feedback for correct language usage, and evaluative feedback, for example upon completion of an assignment, in which one or two recurring issues are dealt with.

4.8 The teacher adjusts his or her own usage to that of the pupils, with the aim of encouraging them to improve both their subject knowledge and their language acquisition.
The teacher's language usage should match the pupils' level of comprehension, and ideally, be at a slightly higher level so that pupils make progress. The teacher is able to switch quickly between different language levels for different groups of pupils.

4.9 The teacher makes pupils aware of specifically linguistic aspects of their subject.
Linguistic aspects comprise, firstly, the specific terms associated with a subject, but also the characteristic way of phrasing things within a subject area (the discourse), its characteristic style and vocabulary. Example: In exact subjects, the proper way of saying 0.5 in British English is 'nought point five', and not 'zero comma five'.

5 LANGUAGE PROFICIENCY

The teacher is proficient at least at level B2 of the Common European Framework of Reference for Languages for all five skills.
ECEFR level B2 is the starting level for tto teachers. The language proficiency of tto teachers is also expressed through the mastery of CLIL didactics, which, as the occasion arises, may require a higher level than B2 in order to be applied optimally.

6 KNOWLEDGE OF CLIL

The teacher is able to point out the characteristic aspects of the CLIL approach to his or her subject.
The tto teacher is knowledgeable about the theory underpinning CLIL, and is able to pinpoint the essential elements of the CLIL approach to his or her own subject.

*   Considered 'suitable' are: materials that fit subject as well as language teaching objectives, and match the level of the pupils.

**   Listening, reading, writing, spoken production and spoken interaction.