

Rubric: collaboration in CLIL

	LESS COLLABORATION ← → MORE COLLABORATION			
Scenario→ Role of language teacher↓	1	2	3	4
Language coach or instructor for colleagues	Language teachers do not work with their subject teacher colleagues on their language.	Once subject teachers have reached a recognised level of language proficiency, there is little formal incentive to carry on improving their own language. There is occasional or casual contact about language between a few language and subject teachers.	Language teachers react to queries from subject teachers about their own language and materials and/or tests. Subject teachers are allocated a language teacher to go to with queries.	Language teachers and subject teachers work closely and regularly together. The language teacher observes subject teachers' lessons now and again and gives feedback on language use. Subject teachers keep up their language skills through workshops which they attend. The teachers are formally facilitated with a number of hours per week to do this work.
Giver of learner feedback	The subject and language teachers do not discuss feedback to learners.	The subject teachers occasionally notice spoken and/or written mistakes made by learners and correct them.	Subject teachers sometimes create tasks to help learners with mistakes that they make in spoken or written language.	Subject teachers provide the language teacher with mistakes that their learners make on a regular basis. The language teacher (or language and subject teachers together) creates tasks for the learners to work on these problems.
Stimulator of spoken and written language	The CLIL team works and meets in their original, native language.	The CLIL team speaks English in meetings and with the language teachers, but not at school in general.	The CLIL team aims to speak English together, but discuss sensitive or emotional issues – such as learners' problems – in their native language, to facilitate communication. The language teachers always (try to) speak English to their CLIL colleagues.	The CLIL team speaks English together at all times. Minutes of CLIL meetings or other memos or newsletters are circulated in the language the learners are learning. The language department recommends language books and/or websites to their colleagues.

Rubric: collaboration in CLIL (*cont.*)

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Scenario→ Role of language teacher↓	1	2	3	4
Language methodologist	Language and subject teachers work separately on their own curricula. Language teachers and subject teachers do not discuss language or language teaching methodology together. It's not really an issue at school.	Subject teachers occasionally ask language teachers for support in how to teach a difficult language point. Methodology is sometimes discussed informally during meetings or in the staff room. Learners make glossaries.	Subject teachers discuss the language problems of their learners with the language teachers, and language teachers work on difficult language points brought up by their subject colleagues in the language lessons. Language assistants are present in school. There is policy about the use of glossaries and some teachers stick to the policy.	Language teachers (or an in-house specialist trainer) give workshops about language to colleagues. Language teachers suggest how subject teachers can add language aims and activities to their lessons. Language assistants help actively in the lessons. There are clear agreements about the use of glossaries. All subject teachers see themselves as subject AND language teachers and understand the role of language in learning their subject.
Team worker	Language teachers teach a curriculum which is unrelated to that of the subject teachers. They have their own programme and separate materials.	There is some informal ad hoc collaboration between language and subject colleagues about curriculum content and materials.	There is some collaboration between subject and language teachers related to curriculum development and materials. This cooperation is encouraged but not formalised.	Language teachers help subject teachers to create or adapt material which relates to language in their subject. Collaboration is planned in the CLIL department. Language and subject teachers design and carry out cross-curricular projects together, which are spread throughout the year or carried out in specific weeks. There is some team teaching between language and subject teachers.

Rubric: collaboration in CLIL (*cont.*)

	LESS COLLABORATION ←————→ MORE COLLABORATION			
Scenario→ Role of language teacher↓	1	2	3	4
Assessor	Subject teachers and language teachers test their subjects separately.	Learners carry out occasional projects or work in subject lessons where they are assessed on their language. There are some general assessment criteria.	Language teachers sometimes assess work produced in subject lessons with their colleagues. Clear assessment criteria are used by teachers.	Language and subject teachers collaborate together so that tests and projects are marked consistently on both subject and language. Transparent criteria (e.g. in the form of rubrics) are given to learners in advance. Each year, language-level expectations are more demanding for the learners.
International consultant	Language and subject teachers go on trips abroad with learners and receive foreign guests on exchanges.	Language and subject teachers go abroad and collaborate in travel arrangements. Learners do tasks for language and subjects separately. Learners from abroad do tasks related to their own curriculum in their home country. The school is interested in international projects.	Language and subject teachers cooperate on organising trips and exchanges abroad. Learners do projects or tasks related to language and other subjects. When learners from abroad visit, the school gives guest lessons which combine language and content. The school is working on collaboration in official international projects.	Language and subject teachers cooperate on organising trips and exchanges abroad, where learners work specifically on both their content skills and language skills. International visits are clearly embedded in the curriculum. Staff from home and abroad collaborate in projects which the learners carry out together on exchanges. The school is involved in formal international projects.

Rubric: collaboration in CLIL (*cont.*)

Role of the school				
	LESS COLLABORATION ←			→ MORE COLLABORATION
Scenario → Role of school ↓	1	2	3	4
Organisation	The school does not organise any formal collaboration or development for the CLIL team on language or methodology or coaching on the job.	The school facilitates external courses in, for example, the UK. There is some facilitation for collaboration between the teachers in the CLIL team.	The language teachers give language lessons to their colleagues on a voluntary basis. There is a slot in the timetable for occasional CLIL team meetings.	The school has a policy on language and language methodology within the CLIL team and works to help individual teachers and the team on improvements. It facilitates collaboration between language and subject teachers, through organising meetings or workshops, a newsletter and/ or giving them time to work together.