



ITLS INTERNATIONAL TEACHERS FOR TOMORROW'S SCHOOL

SYSTEM CHANGE AS AN OPPORTUNITY FOR INTERCULTURAL
SCHOOL DEVELOPMENT AND MUTUAL LEARNING

Materials to improve professional language skills for teachers in the new country: scenario 'preparing your future as a teacher'

Abstract:

The scenarios in this chapter will help international teachers to focus on both active and passive language skills, namely: speaking/writing and reading/listening by giving them possible scenarios which international teachers may come across in their daily teaching environments. All the documents consist of concrete materials. None of the materials provided include an evaluation or assessment, as the focus is on practicing. Furthermore, it is possible to work with the materials both face-to-face and in online situations.

The first part of the scenarios was developed by the IQ Netzwerk from Germany and afterwards summarized and translated.

In addition, three new scenarios have been developed within the ITTS project: 'solving a conflict', 'reorientation of a student', 'preparing your future as a teacher'. The scenario on 'preparing your future as a teacher' can be found below.

*By Katrijn D'Herdt, Katholieke Universiteit Leuven
Nesrin Oruc Erturk, Izmir University of Economics
Oliver Holz, Katholieke Universiteit Leuven
Silke Hachmeister, Bielefeld University
Cherry Hopton and Gudrun Petursdottir, Intercultural Iceland*

*Illustrations: Anise Škrabec
Graphic design and layout: Jerneja Herzog, Matjaž Duh*

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New scenario: preparing your future as a teacher



Short description

In this scenario the international teacher has a conversation with the school principal to discuss the future. As a result, the international teacher compiles a CV and writes a job application, followed by an informal conversation with a colleague.

Learning outcomes

READING SKILLS

- You can read a formal invite to an evaluation meeting with the school principal.

LISTENING SKILLS

- You can listen and understand the people involved in your conversations.

SPEAKING SKILLS

- You can express your personal experiences about working in a school.
- You can express your ambitions and wishes for the future regarding your work as a teacher.
- You can present a professionalization plan.
- You can express your concerns and feelings about your job and situation in an informal conversation.

WRITING SKILLS

- You can compile a CV.
- You can write a job application letter.

CONVERSATION SKILLS

- You can listen actively to your conversation partners;
- You can look for nonverbal cues;
- You can pay attention to details;
- You can talk slowly;
- You can use the right words;
- You can make adjustments in how you communicate, based on the situation.

Roles

A. **Luisa Gonzalez** is a mathematics and physics teacher at the Atheneum Koekelberg in Brussels, Belgium. She has been working at this school for 6 months. Her temporary contract will end before the summer holidays. She feels very good in the school and would love to keep working in the school in the next school year as well.



B. **Hilde Van Beveren** is school principal at Atheneum Koekelberg in Brussels, Belgium. She is very happy with Luisa Gonzalez in the team and she wants to extend her contract. Nevertheless, she needs to wait for information from the Ministry of Education to calculate whether she will be able to prolong Luisa's contract.



C. **Jerome Dujardin** is a mathematics teacher and a colleague from Luisa. He is also the subject coordinator for mathematics within the school.



Context and situation

The school year in Belgium ends at the end of June. In order to plan for the next school year, school principal Hilde is having evaluation meetings with the teaching team. Teachers with temporary contracts are requested to express their intentions, wishes and plans for the upcoming school year. Luisa receives this invite from her principal. She would love to stay in the same school: she feels supported by the colleagues, she has a good relation to the pupils and the location of the school close to her home and to her daughter's kindergarten is convenient.

Luisa hopes that she will be able to prolong her appointment at the school. That would also allow her to take some further training on supporting pupils' wellbeing and mental health, a topic that she is very interested in.

During the conversation with the principal, Hilde asks Luisa to compile a CV and write an official job application letter. Before submitting the documents to the principal, Luisa asks feedback from her colleague Jerome.

Tasks (speaking and writing)

1. Writing: Planning and preparation of the conversation: motivation, strengths and weaknesses, plans for professionalization
2. Speaking: Conversation with the school principal
3. Writing: Compiling CV and writing a job application
4. Speaking: Informal conversation with colleague

