

Foreword

Do Coyle

For many decades, differing paradigms of teacher education have been the subject of controversy and change. Shifts in educational policies and priorities on a global scale have led to increasingly performative measures focusing on teacher competences often defined in terms of student learning outcomes. As education systems are struggling to face contemporary challenges, teacher supply and workloads, financial constraints, comparative assessments and rigid policy initiatives resulting in diminished teacher agency, it could be argued that teacher education *per se* is at a crossroads. We know that multilingual classroom practices must adapt if our education systems are to be responsive to the rapidly changing societal needs that will enable our young people to lead safe and fulfilling lives. Moreover, trying to fit teacher education for content and language integrated instruction contexts into existing boxes does not resolve siloed boundaries between subject teachers and language teachers. There is agreement that the specific demands of bilingual integrated approaches within and across subject disciplines require conceptual tools and experiential responsiveness in terms of teacher preparation and development. The dynamic nature of multilingual and multicultural classrooms demands attention to context-relevant, pedagogic-specific challenges that foreground the need for more nuanced exploration of using language(s) as the medium of learning. The complexity of balancing culturally sensitive, sociolinguistic and cognitive elements of classroom learning and teaching in ways which embody values of social justice and equity is challenging. Moreover, this brings into question teacher identities, experiences, beliefs and practices.

However, alternative pathways that focus more on addressing fine-grained principled pedagogic demands and the values-driven enactment of bilingual teacher education are now attracting greater attention. Defining teacher education in terms of epistemic, conceptual and pedagogic identities that encompass a range of multilingual contexts involves shifting from technocratic, top-down and potentially deprofessionalising applications to more bottom-up practitioner-oriented positioning. This

shift, however, requires a strengthening of professional learning spaces where teacher educators together create a range of collaborative opportunities for sharing, practicing, researching and valuing the art and science of bilingual teaching embedded in professional enquiry.

Dilemmas inherent in teaching and also in teacher education, are begging for collaborative inquiry among the international community of teacher educators. Many of us are asking the same questions and struggling with the same challenges; in our separate countries we are imagining novel solutions and testing different innovations to shared problems. There is much we can teach one another, and much we can learn and discover together. In today's global community, collective work and research must be the norm. (Goodwin, 2020: 16)

This volume responds directly to Goodwin's plea to create a stronger teacher education community by providing powerful examples of professional learning and research in bilingual teacher education across diverse multilingual contexts. It is extremely timely, as unprecedented increases in different models of multilingual content-based instruction (CBI), or content and language integrated learning (CLIL) continue to emerge bringing with them different exigencies that contribute to fuelling debates and dilemmas.

One of the underlying challenges of exploring international perspectives on integrated content and language education is that definitions of models are in a constant state of evolution. There is no single way to describe complex phenomena which are moulded by rapidly changing variables, shaped by broader ideologies, legacies and sociopolitical contexts. Whilst bilingual education is often seen as an umbrella term to include any type of educational approach involving two or more languages, the changing demographic nature of classrooms typically extends beyond two languages indicating a significant shift towards education which is multilingual. In terms of contributing to multilingual education, both CLIL and CBI have undergone an unprecedented growth in diverse models and frameworks over recent decades, fuelling debates and dilemmas amongst educators and researchers alike.

The spread of CBI and CLIL programmes, the diversity of contexts in which these programmes are implemented all over the world, and the labels used to refer to them create the need to distinguish between those properties essential or defining of CBI/CLIL and those that are contextual, accidental or incidental. Whilst CLIL and CBI both use 'non-language content as a vehicle for promoting L2 proficiency' (Genesee & Lindholm-Leary, 2013: 5) they are not synonymous in their underpinning theoretical principles, yet in some contexts the labels are seen as interchangeable.

CLIL can be seen as a dual-focused approach to learning both content and a vehicular language simultaneously requiring emphasis on both deepening subject content and progressing additional language learning

by planning for, fostering and assessing both, though the focus may shift from one to the other (Coyle *et al.*, 2010). Brown and Bradford's (2017) definition of CBI suggests an approach in which subject content, texts, activities and tasks drawn from subject-matter topics are used to provide learners with authentic language input and engage learners in authentic language use. There are many other evolving definitions of both with similarities and differences that resonate with Baetens-Beardsmore's (1993: 39) claim that 'no model is for export'. Put simply, content and language integrated models, which are built on a range of theoretical principles, each demand context-sensitive analysis, clarification and agreement of the roles that content and language play in their implementation.

While there is an abundance of research evaluating different aspects of bilingual learning across a wide variety of programs, the outcomes of many studies remain fractured. Much less attention has been paid to how theories and practices connect and contribute to defining, adapting and enacting a range of context-relevant and principled core components of multilingual teacher education. Typically, the complexities around multilingual pre- and in-service teacher education include the knowledge base of teachers, teacher cognition, teacher identities, teacher linguistic competences, critical reflection and pedagogic practices. Informed by research and professional inquiry over many years, we now know much more about subject learning, language learning and language using in multilingual contexts that can inform teacher education in increasingly nuanced and impactful ways. Hence, if we focus on the didactics of bilingual teaching, for theoretical principles to become meaningful practice principles, teachers need to be enabled to apply, critique and adapt these principles into the realities of classroom practices. In other words, establishing shared discourse around the principles of teaching practice prioritises academic and professional collaboration, with teacher educators playing a prominent role. More recently there have been significant moves to break down disciplinary boundaries to encourage educators to think beyond subject silos and embrace bilingual teaching and learning from more holistic perspectives. Indeed, the growth of 'critical interdisciplinary spaces' as sites that transcend specific subjects to encourage greater understanding of differences while finding common ground, have been found to foster shared professional dialogue. A deeper understanding of the specific demands of bilingual literacies across different disciplines may be enriched by sharing intradisciplinary diversity and celebrating interdisciplinary resonance. Moreover, in times of global uncertainty, resilience – underpinned by teachers' moral purpose – becomes a catalyst that opens up opportunities for collaborative partnerships that identify self-directed as well as cooperative ways of advancing professional responsibility across rapidly changing, multilingual educational landscapes.

As Shulman (2005: 1) clearly explains, ‘Professional education is about developing pedagogies to link ideas, practices, and values under conditions of inherent uncertainty that necessitate not only judgment in order to act, but also cognizance of the consequences of one’s action’.

There are reasons to be optimistic when teacher education is repositioned as being at the very core of whole school learning, and teacher professionalism is valued as being fundamental to change. It could be argued that ‘managerial professionalism and institutionalised efficiency’ (Fraser *et al.*, 2007: 166), which are reliant on measurable bureaucratic processes as drivers of teacher in-service provision, are being overtaken by more democratic models. Such a paradigm shift foregrounds teacher self-efficacy through supportive critical collaboration. In turn, building on the notion of not only bottom-up but ‘bottom-across’ collegiality (Coolahan, 2002), groups of teachers across clusters of schools and professional networks in collaboration with educators and researchers are promoting longer-term and more sustainable ecological models. Put simply, these communities are context-embedded, agentic, purposeful and potentially transformative. And yet, the multifaceted challenges and needs faced by educators working with and through more than one language as a medium for learning must not be underestimated. Developing and progressing appropriate linguistic and intercultural competences alongside deeper understandings of disciplinary or thematic pedagogic enactment, ongoing growth of a scientific knowledge base, and preparedness to engage in values-driven reflexivity and collaborative class-based inquiry are of fundamental importance for teacher education. Delors (2013), in reaffirming UNESCO’s four pillars of learning, reminds us of the art of teaching, where students and teachers together focus on learning to know, learning to do, learning to live together and learning to be. So, how might a portfolio of formal and informal, planned and incidental opportunities for bilingual teacher education be mapped out over time to sustain personal growth and professional development?

Drawing on recent trends balancing more holistic perspectives of bilingual teacher education at all levels with deeper, fine-grained analyses of troublesome (and successful) everyday classroom encounters provides a *modus operandi* for embedding professional learning into ‘normal’ practice, namely, ways of being and becoming a multilingual teacher. Teachers are encouraged to be designers of learning, developers of partnerships for teaching and learning, and activists engaging in practitioner inquiry and reflection in order to grow in confidence as knowledgeable doers and thinkers. While none of these goals is new, they will have minimal impact if they are seen as add-ons to teachers’ pre-existing workload. When professional learning is prioritised and supported by educational leaders and integrated into regular practice, it contributes to enriching research-informed professional learning cultures and provides a sustainable locus for nurturing teacher agency and career-long learning.

The report ‘Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies’, by Paniagua and Istance (2018) and commissioned by The Organisation for Economic Co-operation and Development (OECD), highlights professional learning as a core mission for culturally responsive, adaptive teaching to embrace a world of plurality and difference. Context-embedded teacher development encourages dialogues between groups of teachers to research and share their experiences, skills, attitudes and values, which are rooted in diverse professional, pedagogic, linguistic and cultural knowledges. Such dialogues can be seen as pedagogical ‘anchors’. However, to build a confident yet critical design culture and embrace uncertain futures while grappling with the demands of classroom learning and teaching, requires epistemic disruption and guidance, reassurance and inspiration using a range of academic, professional and experiential resources. Finding ways of circumnavigating perceived divisions between practice and theory legitimises teachers as designers who with their students invest in change practices across subject disciplines, cultures and languages. In other words, trustworthy and dialectical relationships between professionals as change agents create dynamic spaces to exchange, debate and co-produce investigative, reflexive opportunities. As the OECD (2018: 45) report states, ‘Teacher learning – collaborative, action-oriented, and co-designed – is fundamental to change’.

While collaborative learning resonates with the well-documented phenomenon of professional communities of practice – both within and between institutions – more recent initiatives emphasise learning partnerships which transparently include students as active participants in promoting research-informed, co-owned practices. Fullan and Langworthy (2014: 12) advocate learning partnerships with students that are ‘different to the ones found in many classrooms’, built on principles of equity, transparency, reciprocal accountability and mutual benefit. Evidence suggests that when teachers and students learn and teach together, when tasks are purposefully designed, adapted and evaluated by both teachers and students, a more equitable ownership and responsivity of learning spaces permeates the classroom ethos. Understanding the necessary what, how and why, or the principles, practices and confidence building, lies in the domain of professional partnerships. Moreover, when such partnerships are extended to include academics, researchers and communities, then cementing the role of teachers as critical inquirers and co-researchers with their students is more likely to facilitate meaningful classroom-based research, participatory inquiry and critical reflection. Indeed, the need to sustain reciprocal dialogue between educators and academic communities of researchers is crucial and of mutual benefit.

The importance of both critiquing and expanding the professional knowledge base – be it through formal qualifications, bespoke programs or collaborative research – resonates with Van Lier’s (2010: 3) advocacy of

teachers' Theory of Practice 'in which theory, practice and research are seen not as separate entities but as interdependent aspects' of teaching and learning. Van Lier suggests that when educators invest time in the dynamic mapping of their own Theory of Practice, with students and colleagues as co-researchers, lived-through practices become meaningfully theorised from the bottom up. In essence, Theories of Practice take into account uncertainties, risk taking and problem solving nurtured through sharing and exploring what works and what does not across an increasingly broad range of classrooms, disciplines and cultures. As the challenges, disruptions and inevitable uncertainties in our rapidly changing global landscape become the norm, a collegiate and inclusive approach to bilingual teacher education provides professionals with safe spaces to share successes, explore alternatives and analyse challenges. When new thinking alongside established theoretical arguments are critically interpreted and transformed into exploratory actions, professional know-how and pedagogic tools, then a powerful fusion of academic and professional development nurtures career-long learning.

Over the last decade, many research and professional publications focusing on integrated content and language learning conclude with a call for more urgent attention to be paid to models of pre- and in-service bilingual teacher education. Bilingual teacher education is not only implicated in contemporary societal and educational change, but it has also had an increasingly significant role to play in deepening professional, pedagogic and academic understanding in any educational setting. As classrooms increasingly become multilingual and multicultural, such diversity radically impacts what happens in any classroom. As teachers across all sectors of formal education strive to accommodate diversity and fairness and may struggle with the languages and cultural practices used by learners in their classrooms, bilingual teachers – drawing on their professional skills, knowledges and experiences – have much to offer to strengthen the broader professional community.

It is time to demonstrate how bilingual educational challenges can permeate a much broader range of classroom practices by drawing together what professional and academic communities already know, identifying what they need to know, and offering relevant choices over time which empower bilingual teachers to be confident and transformative enquiring practitioners engaged in the 'art and science' of teaching. Arguments around defining what is meant by competence-based teacher education alongside a deepening awareness of the need to make transparent underpinning values will continue to inform policy and more formal provision of teacher education at the macro level. However, locating teacher education also at the micro level of the classroom, is a *sine qua non*.

The arguments I have put forward are built on the premise that the way ahead lies in genuine respectful partnerships between the key players

in bilingual education about whom and for whom this foreword is written. As such, building enquiring communities that initiate, engage in and value self-directed professional learning and that investigate different ways of demystifying and normalising everyday principled practices of inclusive continuous bilingual education, becomes an interdisciplinary, multi-levelled, cross-sector, collaborative endeavor. There are of course already pioneering initiatives which seek to address the quest for effective appropriate and inspiring models and practices of bilingual education, and this volume seeks to share some of this excellent work. As we know, there are no quick fix answers, but there is an emergent, collaborative, multi-perspectival knowledge base to inspire, challenge and guide those who can and will make the impossible possible.

References

- Baetens-Beardsmore, H. (1993) *European Models of Bilingual Education*. Multilingual Matters.
- Brown, H. and Bradford, A. (2017) EMI, CLIL & CBI: Differing approaches and goals. In P. Clements, A. Krause and H. Brown (eds) *Transformation in Language Education* (pp. 328–334). JALT.
- Coolahan, J. (2002) Teacher education and the teaching career in an era of lifelong learning. *OECD Education Working Paper* (No. 2). [http://www.oalis.oecd.org/OLIS/2002DOC.NSF/LINKTO/EDUWKP\(2002\)2](http://www.oalis.oecd.org/OLIS/2002DOC.NSF/LINKTO/EDUWKP(2002)2).
- Coyle, D., Hood, P. and Marsh, D. (2010) *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
- Delors, J. (2013) The treasure within: Learning to know, learning to do, learning to live together and learning to be. What is the value of that treasure 15 years after its publication? *International Review of Education* 59 (3), 319–330.
- Fraser, C., Kennedy, A., Reid, L. and McKinney, S. (2007) Teachers' continuing professional development: Contested concepts, understandings and models. *Journal of In-Service Education* 33 (2), 153–169. <https://doi.org/10.1080/13674580701292913>
- Fullan, M. and Langworthy, M. (2014) *A Rich Seam: How New Pedagogies Find Deep Learning*. Pearson.
- Genesee, F. and Lindholm-Leary, K. (2013) Two case studies of content-based language education. *Journal of Immersion and Content-Based Language Education* 1 (1), 3–33.
- Goodwin, A.L. (2020) *Learning to Teach Diverse Learners: Teachers and Teacher Preparation in the United States*. *Oxford Research Encyclopedia of Education*. Oxford University Press.
- Paniagua, A. and Istance, D. (2018) *Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies*. OECD Publishing. <https://doi.org/10.1787/9789264085374-en>
- Shulman, L.S. (2005) Signature pedagogies in the profession. *Daedalus* 134 (3), 52–59.
- Van Lier, L. (2010) The ecology of language learning: Practice to theory, theory to practice. *Procedia Social and Behavioral Sciences* 3, 2–6.