InterAct

LEARNING PROGRAMME

Bilingual Education in Practice: Models, Pedagogies, and Assessment in Multilingual Schools

10-DAY COURSE

50 learning hours | Course programme

Bilingual Education in Practice: Models, Pedagogies, and Assessment in Multilingual Schools – 10-Day Course

Introduction and Description

This 10-day structured training course provides an in-depth, practice-oriented exploration of bilingual education in contemporary multilingual school contexts. Responding to increasing linguistic diversity across European education systems, the course equips teachers and educational professionals with the theoretical foundations, pedagogical strategies, and assessment tools required to design, implement, and sustain effective bilingual education programmes.

The course examines bilingual and multilingual education as both a pedagogical approach and a whole-school strategy, addressing language development, academic achievement, learner identity, and inclusion. Participants explore key models of bilingual education—such as immersion, dual-language programmes, and content and language integrated learning (CLIL)—and critically analyse their applicability across different national, institutional, and socio-cultural contexts. Emphasis is placed on evidence-based practices and European policy perspectives that support linguistic diversity, equity, and quality education.

A central focus of the course is the integration of language and content learning. Participants develop a clear understanding of language-aware teaching, scaffolding strategies, and interaction-rich pedagogies that support multilingual learners in accessing complex subject content. Through guided workshops and collaborative tasks, teachers learn how to design bilingual curricula that align with national frameworks while addressing linguistic progression and cognitive development.

Assessment in bilingual education is explored as a key area of professional competence. Participants examine challenges related to evaluating both language and content learning, and engage with formative, alternative, and inclusive assessment approaches that promote learner progress and motivation. Feedback strategies that support bilingual learners' academic and linguistic development are analysed and practised.

The course also addresses broader organisational and professional dimensions of bilingual education, including classroom language management, collaboration among teachers, co-teaching models, and whole-school approaches. By the end of the programme, participants develop context-sensitive action plans to transfer course learning into their own schools, contributing to sustainable bilingual and multilingual education practices that respect learners' linguistic repertoires and promote educational equity.

Methodology and Assessment

The course adopts an interactive, learner-centred methodology grounded in adult education principles and reflective professional learning. Training sessions combine expert input, case study analysis, collaborative workshops, micro-teaching, and guided reflection. Participants actively engage in lesson planning, curriculum mapping, and resource development tasks directly linked to their professional contexts. Peer exchange and collaborative learning are central to the course, allowing participants to share experiences and co-construct knowledge across diverse educational systems.

Assessment is formative and continuous, focusing on professional learning rather than testing. Participants' progress is supported through reflective tasks, practical assignments, peer feedback, and the development of a final action plan outlining the implementation of bilingual practices in their schools. Course evaluation includes self-assessment, trainer feedback, and group reflection, ensuring alignment with Erasmus+ quality standards and supporting meaningful transfer of learning outcomes.

Learning Objectives

By the end of the course, participants will be able to:

1. Understanding Bilingual Education Models

- Analyse key models of bilingual and multilingual education and their pedagogical implications
- Distinguish between strong and weak forms of bilingual education
- Evaluate the suitability of different models for diverse school contexts

2. Pedagogical Competence in Bilingual Classrooms

- Apply language-aware and linguistically responsive teaching strategies
- Design lessons integrating content and language objectives
- Use scaffolding, interaction, and cooperative learning to support multilingual learners

3. Curriculum Design and Planning

- Develop bilingual curricula aligned with national and European frameworks
- Plan progression in language and content learning across grades and subjects
- Integrate cross-curricular and interdisciplinary approaches

4. Assessment and Feedback

- Design formative and alternative assessment tools for bilingual contexts
- Apply inclusive assessment practices recognising diverse linguistic starting points
- Use feedback strategies that support both language development and subject learning

5. Inclusion, Identity, and Whole-School Practice

- Promote inclusive practices supporting linguistic diversity and learner well-being
- Value learners' home languages and multilingual repertoires
- Contribute to whole-school strategies for sustainable bilingual education

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Conceptual Foundations of Bilingual Education
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Key concepts: bilingualism, multilingualism, translanguaging
11.15 - 11.30	Break
11.30 - 12.15	Educational, cognitive, and socio-cultural dimensions of bilingual education

12.15 - 13.00	Reflective task: mapping bilingual practices in participants' schools
Day 2	Models of Bilingual and Multilingual Education
09.00 - 09.45	Typologies of bilingual education models
09.45 - 10.30	Strong vs. weak models: effectiveness and limitations
10.30 - 11.15	Language distribution, exposure, and progression
11.15 - 11.30	Break
11.30 - 12.15	European case studies of bilingual schooling
12.15 - 13.00	Group task: selecting appropriate models for different school contexts
Day 3	Language, Identity, and Inclusion
09.00 - 09.45	Language, identity, and learner well-being
09.45 - 10.30	Supporting migrant, refugee, and minority-language learners
10.30 - 11.15	Home languages and translanguaging as pedagogical resources
11.15 - 11.30	Break
11.30 - 12.15	Inclusive classroom practices in bilingual settings
12.15 - 13.00	Reflective dialogue: equity and inclusion in multilingual schools
Day 4	Curriculum Design in Bilingual Education
09.00 - 09.45	Aligning bilingual curricula with national and European frameworks
09.45 - 10.30	Defining language and content learning outcomes
10.30 - 11.15	Vertical and horizontal curriculum alignment
11.15 - 11.30	Break
11.30 - 12.15	Cross-curricular and interdisciplinary bilingual learning
12.15 - 13.00	Curriculum mapping for bilingual programmes
Day 5	Pedagogies for Bilingual Classrooms
09.00 - 09.45	Language-aware and linguistically responsive teaching
09.45 - 10.30	Scaffolding strategies for content and language learning
10.30 - 11.15	Task-based and project-based learning in bilingual education
11.15 - 11.30	Break
11.30 - 12.15	Cooperative learning and structured interaction

12.15 - 13.00	Micro-teaching: applying bilingual pedagogical strategies
Day 6	CLIL and Content-Based Pedagogies
09.00 - 09.45	CLIL as a pedagogical approach within bilingual education
09.45 - 10.30	The 4Cs framework
10.30 - 11.15	Designing CLIL-informed lessons for different subjects
11.15 - 11.30	Break
11.30 - 12.15	Adapting subject materials for multilingual learners
12.15 - 13.00	Lesson-planning workshop with peer feedback
Day 7	Assessment in Bilingual and Multilingual Contexts
09.00 - 09.45	Challenges of assessing language and content simultaneously
09.45 - 10.30	Formative assessment strategies in bilingual classrooms
10.30 - 11.15	Alternative and inclusive assessment approaches
11.15 - 11.30	Break
11.30 - 12.15	Feedback practices that support bilingual learners
12.15 - 13.00	Designing assessment tools aligned with bilingual objectives
Day 8	Materials, Resources, and Digital Tools
09.00 - 09.45	Evaluating and selecting bilingual teaching materials
09.45 - 10.30	Visual, multimodal, and scaffolded resources
10.30 - 11.15	Digital tools supporting bilingual learning
11.15 - 11.30	Break
11.30 - 12.15	Teacher-created and open educational resources
12.15 - 13.00	Resource-development workshop
Day 9	Classroom Management and Professional Collaboration
09.00 - 09.45	Managing language use and interaction in bilingual classrooms
09.45 - 10.30	Supporting student participation and oral production
10.30 - 11.15	Co-teaching and interdisciplinary collaboration
11.15 - 11.30	Break
11.30 - 12.15	Whole-school bilingual policies and professional learning communities

12.15 - 13.00	Action planning for participants' schools
Day 10	Individual support, presentations & Closing
09.00 - 09.45	Reviewing key concepts and frameworks
09.45 - 10.30	Preparing the final presentations and individual support
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.