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DEMOCRACY
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COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

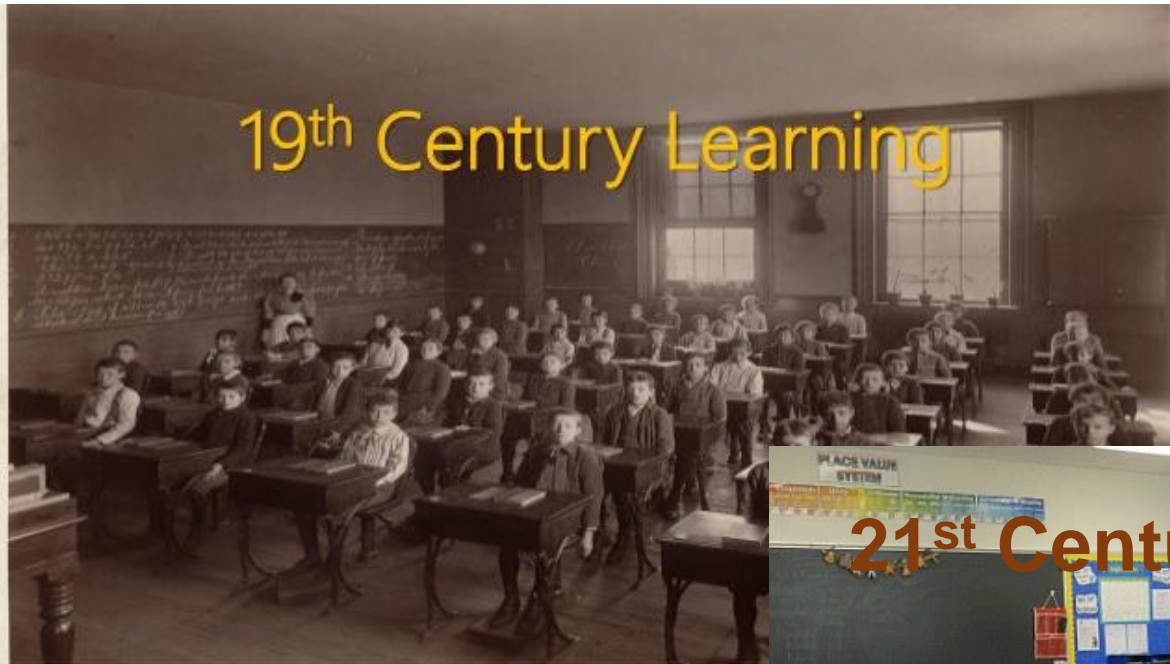
DROITS DE L'HOMME,
DÉMOCRATIE
ET ÉTAT DE DROIT

The challenge of mediation in educational curricula

Daniela Fasoglio (SLO, National Institute
for Curriculum Development of the Netherlands)

A paradigm shift in the whole of education?

19th Century Learning



21st Century Learning??



Some major developments in foreign/second language education

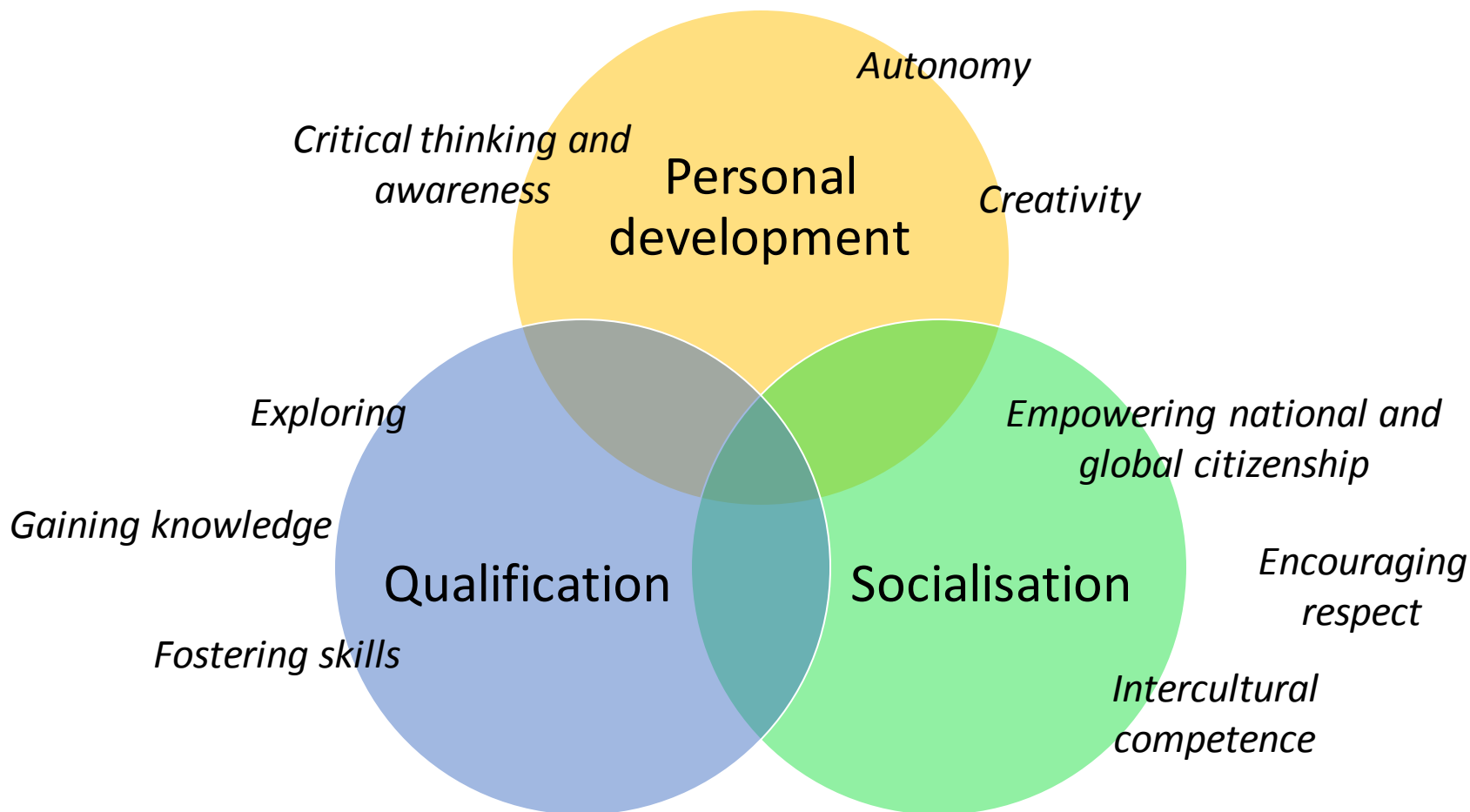
- From grammar/translation method to communicative language teaching
- From assessment of learning to assessment FOR learning
- From subject-centered to learner-centered



*Empowering students to take
ownership of their learning*

Three main purposes of education

(a.o. Biesta, 2012)



- A future-oriented curriculum needs contents that respond to the needs of a changing society.
- Societies are becoming increasingly plurilingual and pluricultural.
- Languages play a role across the whole curriculum: learning occurs through language(s).
- Real-life tasks have never been so topical.

Mediation is everywhere

- ... is part of everyday life;
- ... implies a broad definition of text;
- ... is taking place here and now!

AUSTRALIA: General Capabilities

The three dimensions of the Australian Curriculum

Three
Cross-curriculum
Priorities



Seven
General
Capabilities

Eight
Learning
Areas

FINLAND: Multiliteracy

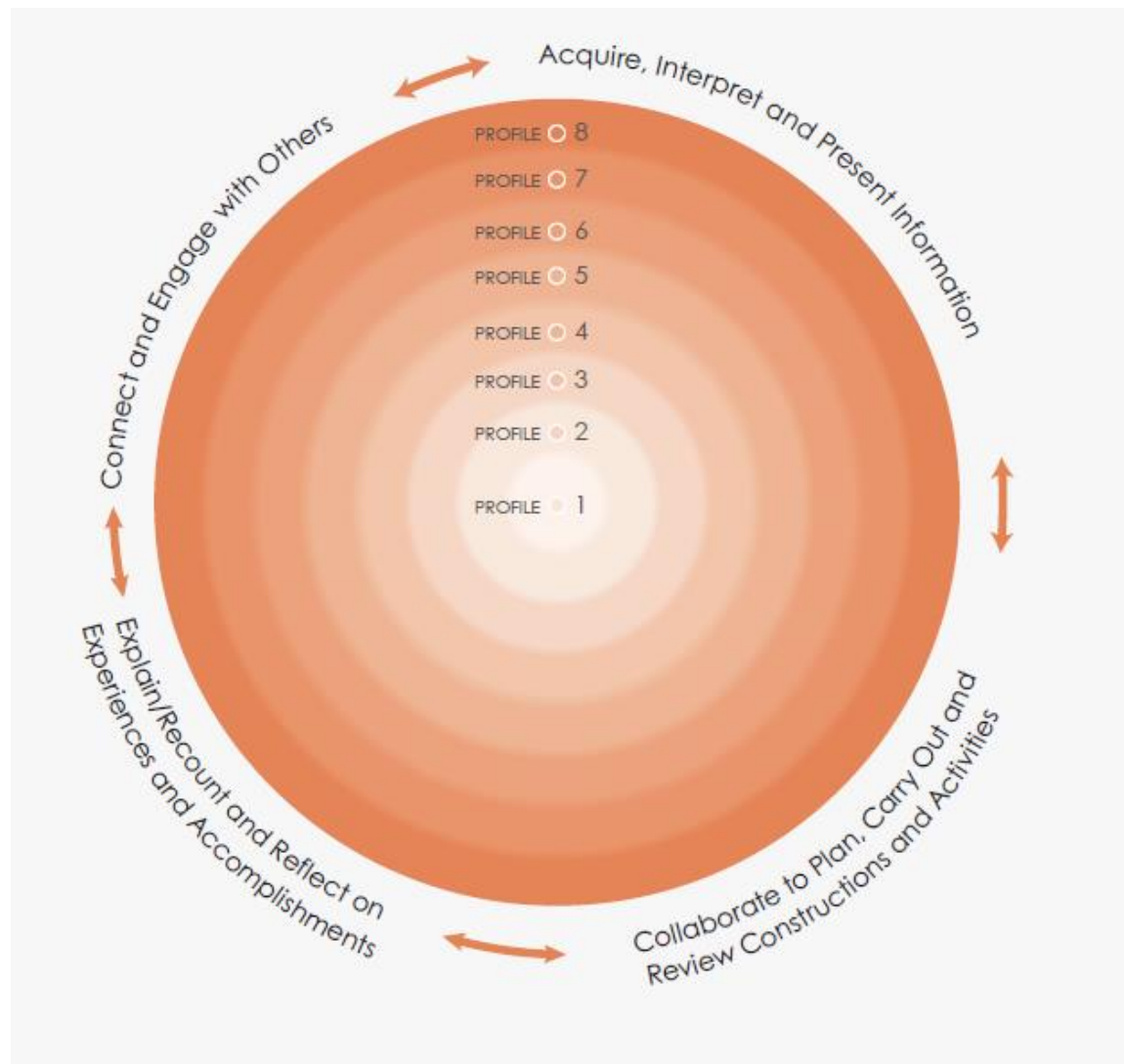
One of the transversal competencies in the Finnish curriculum: the competence to interpret, produce and make a value judgement across a variety of different texts, which will help the pupils to understand diverse modes of cultural communication and to build their personal identity.

Multiliteracy is based on a broad definition of text:

- Knowledge presented by systems of verbal, visual, auditive, numeric and kinaesthetic symbols and their combinations.
- May be interpreted and produced in a written, spoken, printed, audiovisual or digital form.

Transversal competences must be integrated in all learning areas.

BRITISH COLUMBIA: Core competencies



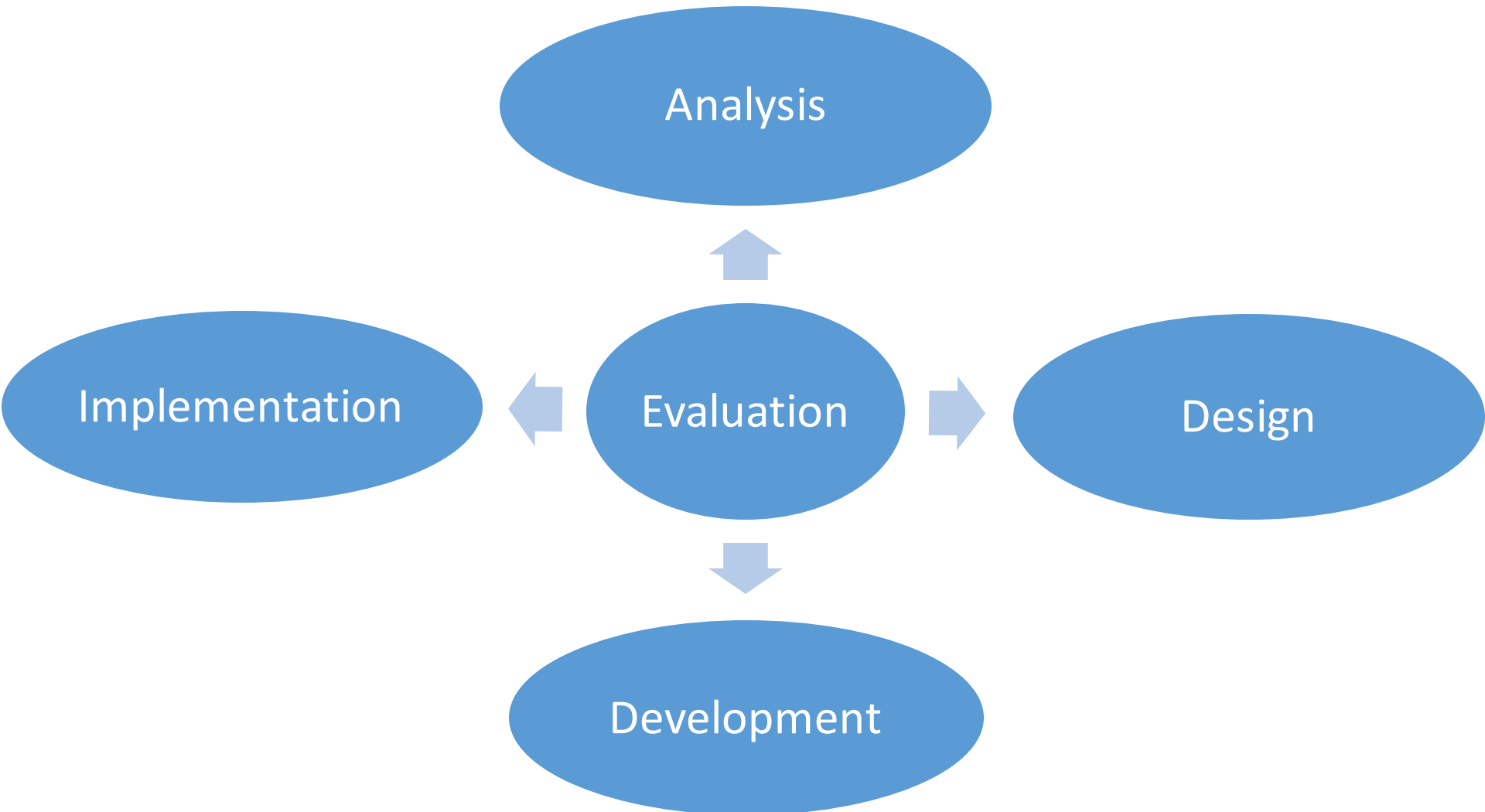
Where to integrate mediation in the (FL) curriculum?

- The rationale, the national curriculum specifications such as examination programmes, syllabi and guidelines (intended);
- The factual teaching and learning processes (implemented);
- The learning outcomes, and their measuring (attained).

If we want to include mediation in the curriculum we need ...

- to involve stakeholders, experts, and teachers;
- to evaluate during the whole curriculum development cycle:
 - Relevance
 - Consistency
 - Usability
 - Effectiveness
- not to forget implications for
 - Materials & resources
 - Activities
 - Teacher's role and skills
 - Assessment

CURRICULUM DEVELOPMENT CYCLE



STATEMENT

Mediation does not only pertain to FL education, but the whole curriculum.

Mediation as described in the CEFR Companion Volume contributes to achieve the three main purposes of education.

We are challenging you all, during this two-day meeting, to consider how these statements can be operationalized.