

# SPIRAL Final Project Report – Impact study

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June 2018

# SPIRAL

*School-teacher Professionalisation:  
Intercultural Resources And Languages*

## Output 4. SPIRAL IMPACT STUDY

Output Title	Output 4. SPIRAL Impact Study
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Reviewer(s)	Thomas Arbouet, Nadia Edmond
Dissemination level	Public
Project Number	2015-1-FR01-KA203
Instrument	Erasmus+ KA2 Strategic partnership for higher education
Start date of Project	01/09/2015
Duration	36 months
Project coordinator	CIEP

### Abstract

This report provides an evaluative account of the impact of the project and has informed the SPIRAL recommendations

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Co-funded by the  
Erasmus+ Programme  
of the European Union



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# Introduction

The European Commission report “Supporting teacher competence development”, published in July 2013, makes primary school teacher training a key priority for Europe’s educational policy. Co-funded by the European Commission within the Erasmus+ programme, the School-teacher Professionalisation Intercultural Resources And Languages (SPIRAL) project aims to contribute to this priority through a collaborative project undertaken by universities and public bodies across five different European countries. The project partners, all experts in teacher training, language teaching methods, and curriculum reform, have committed to carry out a strategic partnership for Higher Education that will lend an important role to innovative practices. This project, launched in September 2015, took place over three years, completing in September 2018.

## Partners

- Centre International d’Etudes Pédagogiques - CIEP (chef de file) ;
- Hogeschool van Arnhem en Nijmegen - HAN, Netherlands.
- Universidad de Alcalá de Henares, Spain;
- Universität Hamburg, Germany;
- Université de Paris-Sorbonne (Paris IV), France;
- Université de Caen Basse-Normandie, France;
- University of Brighton, United Kingdom;

## Aims

SPIRAL aims to improve the quality of training programmes for future primary school teachers through a number of outputs and activities.

- 01 Situational survey on cross-training programmes (Lead: Universidad de Alcalá de Henares)
- 02 Common Reference Framework (Lead: CIEP)
- 03 Online learning-platform (Lead: Université Paris IV)
- 04 Mobility Impact Study (Lead: University of Brighton)
- 05 Policy Recommendations (Lead: CIEP)

## Aims of Output 4

This report provides an evaluative account of the impact of the project and has informed Output 5. Impact is the attainment of, or contribution towards development goals of the project or program. In the case of the SPIRAL project these development goals were:

- Strengthening quality through mobility and cross-border cooperation
- Strengthening the profile of the teaching professions
- Developing basic and transversal skills using innovative methods

Data on the impact of the mobility programme was sought from:

- Individuals participating;

- Teacher education institutions;
- Host schools.

To find any evidence of impact on:

- Linguistic skills;
- Professional skills.

The impact evaluation also sought to identify factors which contribute to good practice in maximising impact, specifically to evidence the impact on the online learning platform (Output 03) associated with the placements abroad.

This report also includes longitudinal data from questionnaire completed by trainee teachers who participated in the placements abroad in 2015-16 and 2016-17. As well as quantitative survey data the report draws on qualitative data from focus groups with participating students.

An important development for the SPIRAL project was the UK referendum in June 2016, following the second consortium meeting, on whether the UK should leave or remain in the European Union. The vote for leave was 51.9% and to remain 48.1% with more than 30 million people voting. Although this decision had no direct impact on the SPIRAL project it is significant in terms of the wider context for these mobility placements.

## The Partners

### HOGESCHOOL VAN ARNHEM EN NIJMEGEN

The Faculty of Education of HAN University of Applied Sciences is committed to training passionate teachers who are ready to educate the next generation. They are professionals who are skilled in teaching and research, who have learned to embed computer technology into their teaching and who are aware of their mission in an ever-changing environment that reaches beyond the region of the Netherlands and has a direct effect on learning in schools. We train over 4000 teachers for primary and secondary education. Our training is done with a view to the development of children, youth and adults in a complex society. As an educational institution, we also facilitate 'lifelong learning' in our region. We are a dynamic organisation in a challenging environment. We also have developed a minor programme for teachers to specialize in bilingual education in Primary as well as in Secondary education.

### UNIVERSIDAD DE ALCALÁ DE HENARES

The Normal School for Teachers of the University of Alcalá (UAH), now the Faculty of Education of the same, was founded at the Convent of Saint John, Guadalajara, on the 29<sup>th</sup> of October, 1842. It is therefore, one of the oldest Higher Education Schools for Teachers in Spain (last year we celebrated its 175<sup>th</sup> anniversary). Since then it has been committed to excellence in the training of our future kindergarten, primary school, and adult education teachers and to research in every relevant field pertaining to education. The Faculty of Education of the UAH is involved in a variety of European and

International partnerships (the SPIRAL Project being one such partnership) and welcomes hundreds of international students every year to its undergraduate and post-graduate teacher-training courses.

### **UNIVERSITÄT HAMBURG**

The Faculty of Education has 60 Professors, 7.130 students and offers teacher education for 4 different profiles: i) primary education; ii) secondary education; iii) professional schools; and iv) special pedagogy/needs. The Faculty of Education cooperates with other institutions in the context of Erasmus Plus and Campus Europae Programs and has several “memorandums of understanding” with universities in North and South America, China, Korea, Taiwan and Russia. A special team coordinates the initiatives related to internationalization, launches a newsletter about possibilities of mobility for students and staff and coordinates the “Buddy program”, established to facilitate the integration of exchange students in Hamburg and in the University.

### **UNIVERSITÉ DE CAEN NORMANDIE ESPE**

Caen ESPE (Higher School for Teaching and Education) was created like all French ESPEs in 2013 as an evolution of the former IUFMs and following the creation of a Master's degree demand initiated in 2010 and complementary to the competitive exam necessary to become a school teacher in France. Caen ESPE is a higher education institute fully affiliated to the University of Caen Lower-Normandy. Its main partners are the local offices of education (Caen regional educational authorities and Caen Education Inspectorate), schools (pre-primary, primary, lower and upper secondary) and local and international partners. In January 2015 there were 1,179 students enrolled (561 in year 1 of the MEEF Master's degree including 260 specializing in primary education and 591 in year 2 including 264 specializing in primary education).

### **UNIVERSITE DE PARIS-SORBONNE (PARIS IV) ESPE**

The "ESPE de Paris" is Sorbonne University's School of Education and the University's primary school teacher-training institute. It was officially created in September 2013 to replace the former "IUFM" (Institut universitaire de formation des maîtres), a school which was in charge of teacher training but was independent from universities. In partnership with all Paris-based universities, the ESPE offers and delivers Master's degree programmes in teacher education (specialisms in Primary Education as well as in all subjects of Secondary Education) which are profession-oriented, recruitment-oriented and research-oriented. It is also in charge of teachers' continuing professional development (CPD) within the Paris local education authority. School placements are an important part of the Teacher Education programmes offered by the ESPE de Paris thanks to partnerships with a wide network of primary and secondary schools and with inspection bodies at both primary and secondary levels. ESPE de Paris employs 150 teaching staff (two thirds are teacher trainers, one third are researchers) and 120 administrative staff, and offers teacher education courses to over 3,000 students every year (800 students in primary education and 2,200 in secondary education).

### **UNIVERSITY OF BRIGHTON SCHOOL OF EDUCATION**

The University of Brighton's School of Education is one of the UK's largest providers of education and training for teachers and other learning and development professionals. Its courses and its research span all phases of learning and development, from the early years through to adult education. We've been educating teachers for more than 100 years and have a permanent teaching and research team

of more than 90 experts. At any time, we have around 2,500 students registered on courses of undergraduate and postgraduate teacher education and CPD and the academic study of education. The SoE works in partnership with schools across the South East of England.

# Methodology

The analysis of impact requires evidence of outcomes being attributable to the intervention. For this analysis we used before versus after measures to establish impact and the data collection was therefore of pre and post placement quantitative data via online surveys. These were translated into the SPIRAL partner languages so that respondents could answer in their home language.

To provide richer data on student participants' experience we supplemented this quantitative data with qualitative data from post-placement focus groups. These were conducted in the home language, recorded and transcribed and translated into English by the SPIRAL partners.

The evaluation was formative, with data collected in years 1 and 2 used to inform the development of the Spiral Programme.

## Participating students - pre and post-placement questionnaires

To provide data on the impact of the mobility programme on students there were:

- Pre-placement questionnaire (2-4 weeks prior to the placement abroad), see Appendix 1
- Post-placement questionnaire (2-4 weeks post the placement abroad), see Appendix 2
- Focus group (2-6 weeks post placement). The focus group interviews (see appendix 5 for the focus group interview protocol) was designed to take 60-90 minutes and follow a semi-structured format devised by the Brighton team (see Appendix 5
- These were recorded, transcribed, and translated by the partners for analysis by the Brighton team.

This data collection was repeated with subsequent cohorts and follow up questionnaires were conducted as shown in the table below:

Table 1: Participating students and questionnaire response rates

Year	Target Number	Actual Number	Pre-questionnaire responses	Post-questionnaire responses	Follow up questionnaire 1 responses	Follow up questionnaire 2 responses
1	30	27	25	25	NA	NA
2	30	27	24	21	15	NA
3	30	36	32	29	9	10
Total	90	90	81	75	24	10

By working closely with the student-teachers the national teams were able to ensure a very impressive overall participation rate by students undertaking placements (90% for preplacement and 83% for post-placement). Whilst we attempted to gain some longitudinal data by contacting participants one and two years after their participation in SPIRAL placements, the participation rate was unsurprisingly

lower (40% after 1 year and 33% after 2). However, the responses do give an indication of the longer term impact of the placements.

### Participating students Focus Groups

Table 2: Participants in focus groups

SPIRAL Partner	Focus Year 1	Group	Focus Year 2	Group	Focus Year 3	Group
Hogeschool van Arnhem en Nijmegen	3		4		7	
Universidad de Alcalá de Henares	4		4		6	
Universität Hamburg	5		4		4	
Université de Caen Normandie ESPE	4		5		5	
Université de Paris-Sorbonne (Paris IV) ESPE	4		5		4	
University of Brighton	4		4		2	
<b>Total</b>	<b>24</b>		<b>26</b>		<b>28</b>	

Following each student mobility, students were invited to participate in a focus group to discuss their experience. Project staff in each of the partner countries followed an established focus group protocol (see Appendix 5) and the focus group discussions were recorded and subsequently transcribed and translated. The translated focus group interview transcripts were collated by the Brighton team and analysed using N-Vivo software to support thematic analysis. Across the three years 78 students participated in focus groups.

## Host Schools

SPIRAL Partner	Host Schools Year 1	Host Schools Year 2	Host Schools Year 3	Total number of Host schools <sup>1</sup>
Hogeschool van Arnhem en Nijmegen	0	2	2	4
Universidad de Alcalá de Henares	2	3	4	4
University of Brighton	7	6	5	11
Université de Caen	8	1	7	16
Universität Hamburg	1	3	3	4
Université de Paris	1	1	1	3
Total	19	16	22	42

A total of 42 schools participated in hosting SPIRAL trainee teachers across the three years.

Two to four weeks after hosting, online questionnaires were completed by appropriate senior manager and/or class teacher(s) with whom students were placed in the host school. 36 questionnaires were returned.

## Teacher training institution staff data

Questionnaires were circulated to teacher education staff in partner institutions in the first and final year of the project with the view to gauge the impact of the project on the teacher education institution more broadly. 59 completed questionnaires were received in 2016 and 24 in 2018.

The project teams were also able to reflect on the impact of participation in the SPIRAL project for their institutions.

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<sup>1</sup> The total number of schools hosting across the three years is not the sum of the number hosting in each year as some schools hosted more than once.

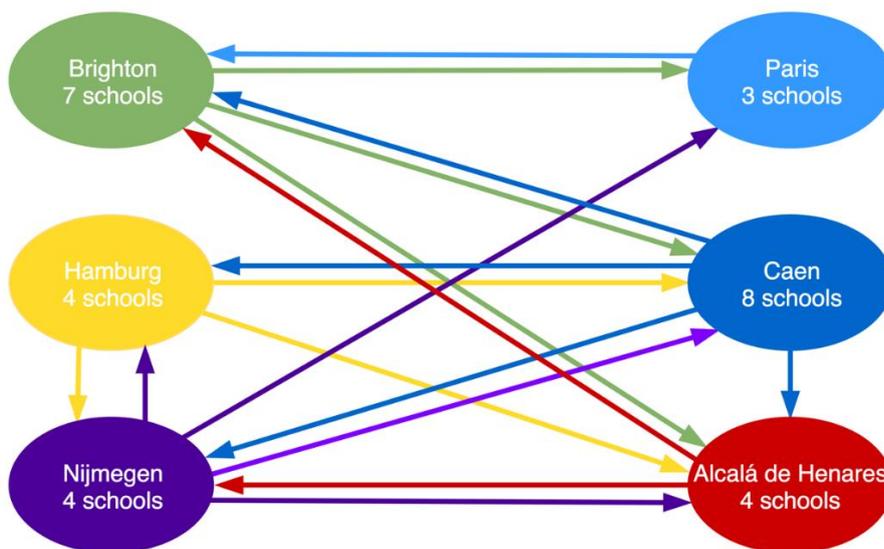
## Summary of SPIRAL activity

Consortium partners came together in October 2015 in Paris, in June 2016 in Brighton, in March 2017 in Alcalá de Henares and in December 2017 in Hamburg to plan each wave of SPIRAL activity. This activity across the three years is summarised below.

Table 3: Summary of participating students and host schools.

Total Mobilities		Receiving Institutions					Total	
		ESPE Paris	ESPE Caen	UoB	UAH	UH		HAN
Sending institutions	ESPE Paris			4 (2016) 6 (2017) 5 (2018)				15
	ESPE Caen			2 (2018)	4 (2018)	5 (2016)	4(2017)	15
	UoB	3 (2016) 2 (2017)	3 (2018)		2 (2016) 2 (2017) 3 (2018)			15
	UAH			5 (2016) 4 (2017) 4 (2018)			2 (2018)	15
	UH		5 (2016)		4 (2017) 3 (2018)		3 (2018)	15
	HAN	3 (2018)	3 (2016) 2 (2017)		2 (2018)	3 (2017) 2 (2018)		15
<b>Total</b>		8	13	30	20	10	9	90

Diagram 1: Overview of placements



In organising the placements, there was a tension between allocating students equally across the partners and acknowledging student preferences for particular destinations (typically influenced by language issues). Given the importance of English as a foreign language, it was not surprising that Brighton was a particularly popular destination hosting a third of the trainee teacher participants. However, all partners were involved in hosting and were able to reflect on the experience of managing the placements.

### Week-long professional development exchanges

In addition to the placements of students in schools in partner countries, the SPIRAL project also included a week of professional development exchange for one teacher educator from each of the partner institutions (excluding project members). Releasing staff to attend this week was also a challenge for partner institutions and in the event only four colleagues from three of the partner institutions were able to attend this first training week. Subsequent weeks were better attended.

The original intention had been for institutions to send different staff to each of these week-long professional development opportunities, but it became clear that for some, there was more value to be had from one member of staff attending all three professional development exchanges.

Table 4: Teacher educators participating in week long professional development exchanges.

SPIRAL Partner	Teacher educators Year 1	Teacher educators Year 2	Teacher educators Year 3	Total number of Teacher educators <sup>2</sup>
Hogeschool van Arnhem en Nijmegen	1	1	1	1
Universidad de Alcalá de Henares	0	2	2	4
University of Brighton	1	1	1	1
Université de Caen	1	0	2	2
Universität Hamburg	1	1	1	1
Université de Paris	0	1	2	2
Total	4	6	9	11

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<sup>2</sup> The total number of schools hosting across the three years is not the sum of the number hosting in each year as some schools hosted more than once.

## Data analysis

The relatively small numbers involved in the programme mean that the potential for statistical analysis was limited. The quantitative data is therefore largely descriptive.

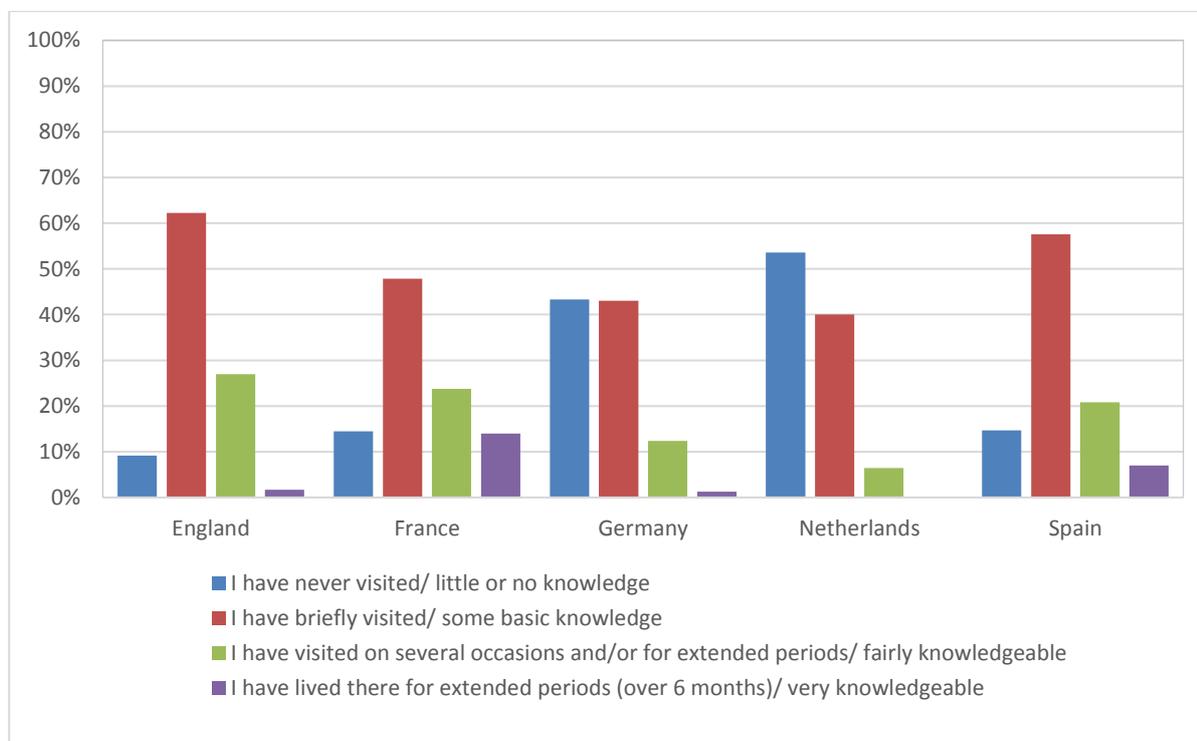
### Student questionnaires

Of the 90 students who undertook overseas placements in the context of the SPIRAL project, 81 completed the pre and 75 completed the post placement questionnaires (see appendix 1 and 2). This corresponds to response rates of 90% and 83%, respectively.

### Familiarity with other SPIRAL partner countries

Most participating trainee teachers considered themselves to have some basic knowledge of the partner countries but England, France and Spain were the countries most familiar to students. 93% of nationalities other than English reported having visited England and 86% (of non-French) and 85% (of non-Spanish) reported having visited France and Spain, respectively. The Netherlands was the least familiar country with 54% of non-Dutch students reporting never having visited the country/having no knowledge.

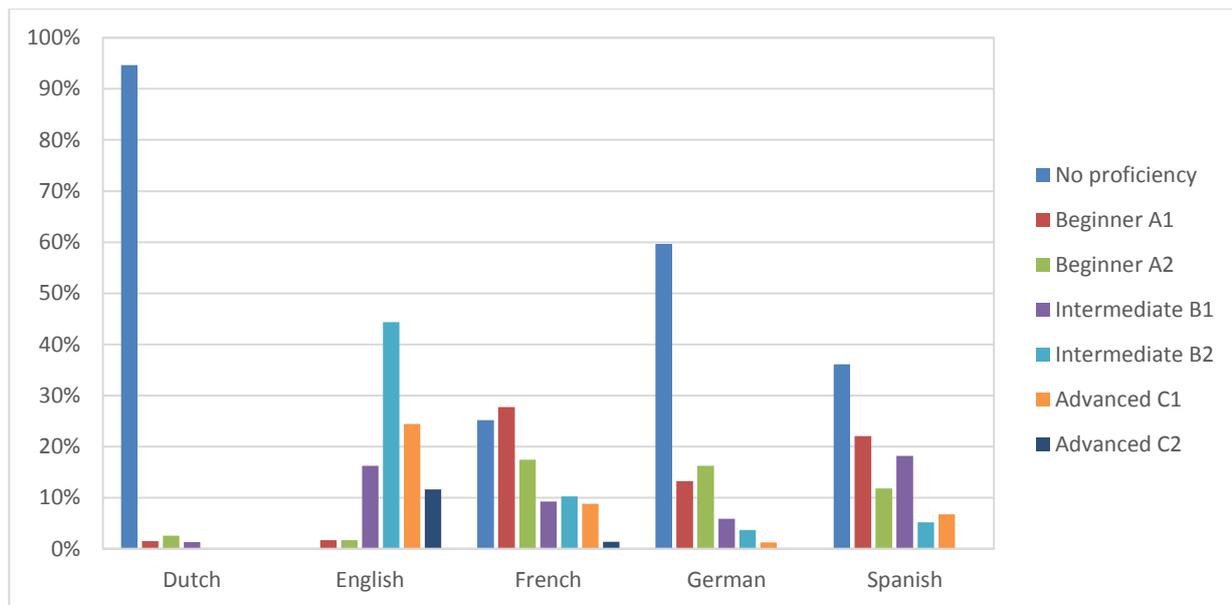
Table 5: Familiarity with SPIRAL partner countries.



## Language proficiency

A key issue for the project was to explore the impact of the placements on language proficiency and participating trainee teachers were asked to rate their language proficiency pre-placement.

Table 6: Self-assessed language proficiency pre-placement.



The dominance of English is evidenced here; by far the best known foreign language was English with just over 96% of non-native speakers of English reporting a level of A2 and above and 11% reporting a level of C2. By contrast, 46% of non-native French speakers and 42% of non-native Spanish speakers rated themselves with knowledge level A2 and above in French and Spanish, respectively. Only 27% of non-German speakers claimed this level of proficiency and only 4% of non-native Dutch speakers. Whilst many students referred to the short duration of the placements as limiting the scope for developing their language skills (see focus group interviews below) 72% reported having developed their language skills during the placement (see table 11 below).

## Perceived importance of and confidence in including languages and cultural awareness in teaching

An important aspect of the placements in primary schools in partner countries was the potential for impact on trainee teachers' views on the importance of including one or more foreign languages in their teaching, of multilingual awareness, and of cultural awareness in their teaching. These dimensions were also addressed in questions in the pre and post-placement questionnaires as shown below.

Table 7: Pre-placement importance of including multilingual awareness, languages, cultural awareness. (1= not at all important 6= extremely important)

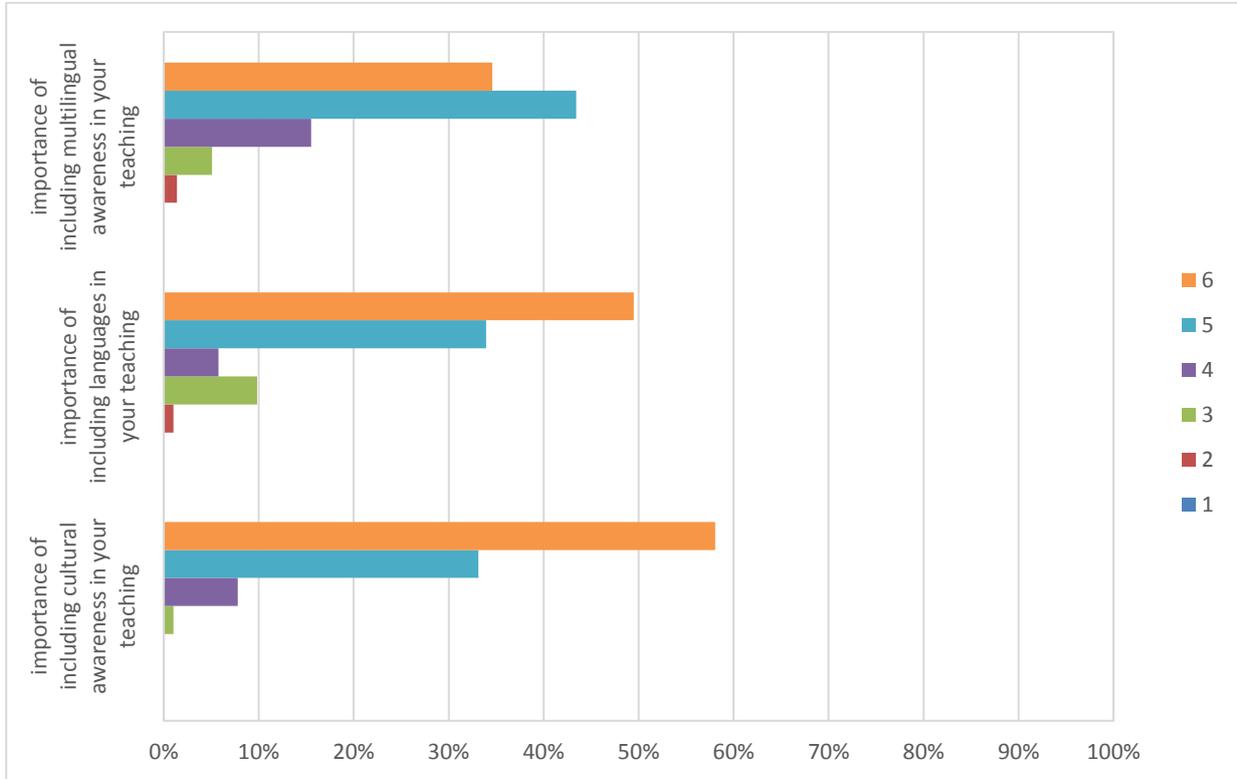
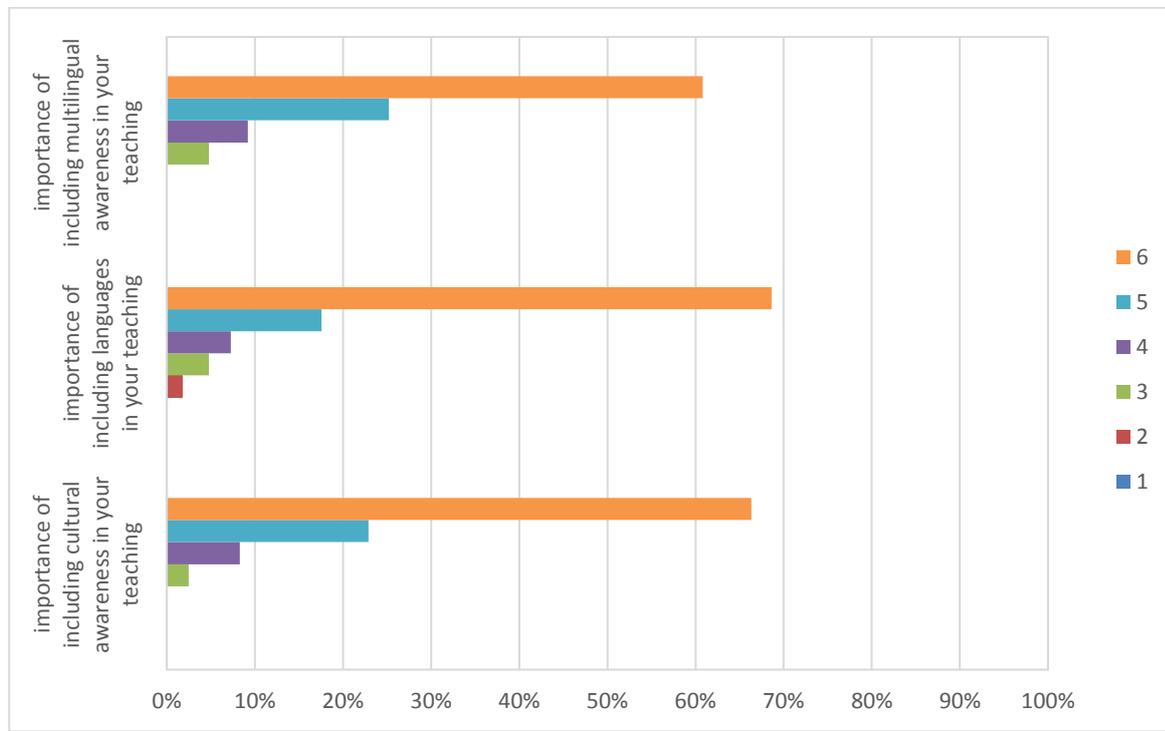


Table 8: Post-placement importance of including multilingual awareness, languages, cultural awareness. (1= not at all important 6= extremely important)



What these two tables clearly show is a marked increase in the proportion of students rating these aspects of teaching as extremely important following the two week placement abroad.

In terms of the perceived importance of these factors, we can see that the two-week placement had an impact on the rated importance with each factor rated as more important after the placement than before. 25% more students rated including multilingual awareness in teaching as extremely important after the placement. 20% more students rated including foreign languages as extremely important and 8% more thought including cultural awareness in their teaching extremely important.

It is important to note that participating students already saw developing cultural awareness as a particularly important dimension of their teaching professionalism (consistent with their desire to participate in the SPIRAL project). Interestingly, the lower the rated importance of the factor prior to the placement the greater the apparent impact of the placement (see, for instance, in tables 7 and 8 the factor importance of including languages in your teaching with 49% of students saying it was extremely important pre placement and 68% saying it was extremely important post placement).

The picture of the impact on the two week placement on students' confidence in those areas was also positive as shown in the tables below.

Table 9: Pre-placement confidence in including multilingual awareness, languages, cultural awareness.

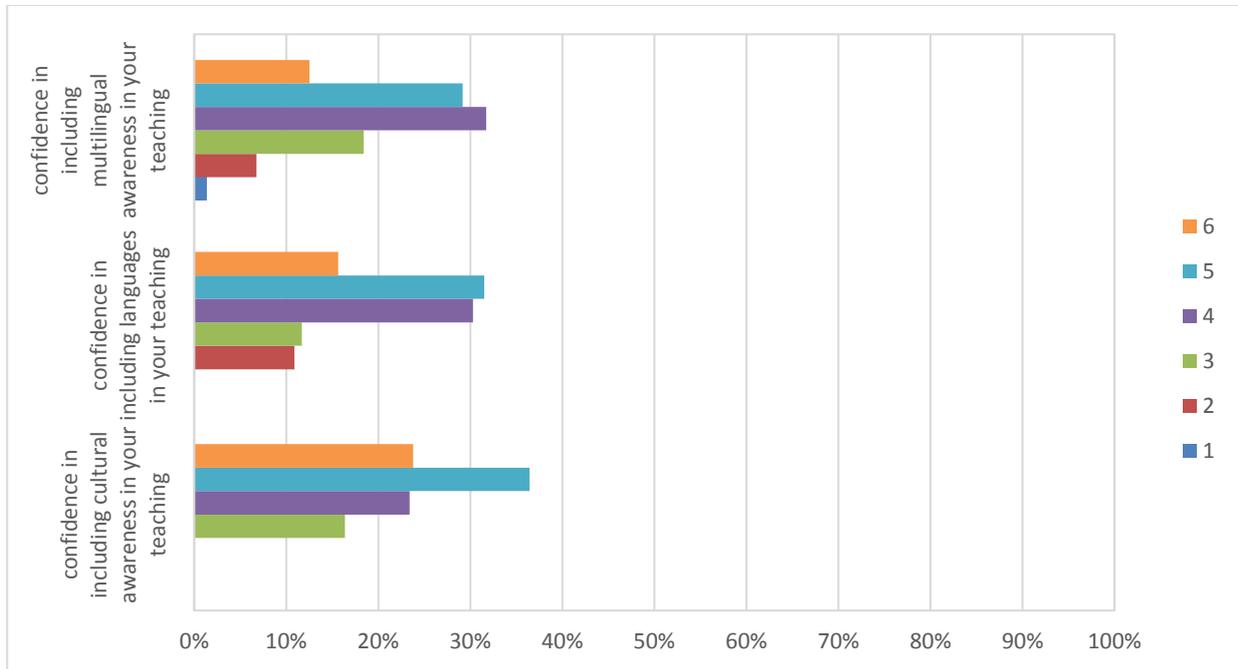
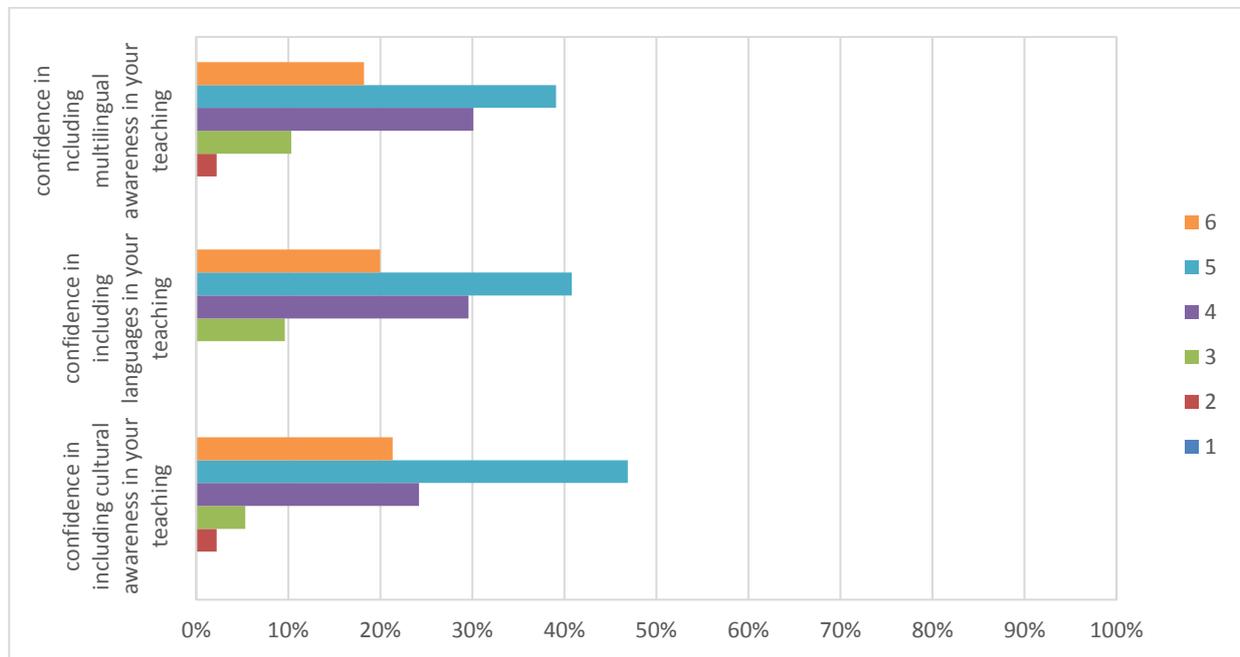


Table 10: Post-placement confidence in including multilingual awareness, languages, cultural awareness<sup>3</sup>



Whilst the impact on the perceived importance can be explained primarily as a shift in ratings from 5 to 6, in the case of confidence, the impact was visible in terms of a net rise in ratings of 5 and 6 together, i.e. a shift from feeling moderately confident to very and extremely confident<sup>4</sup>.

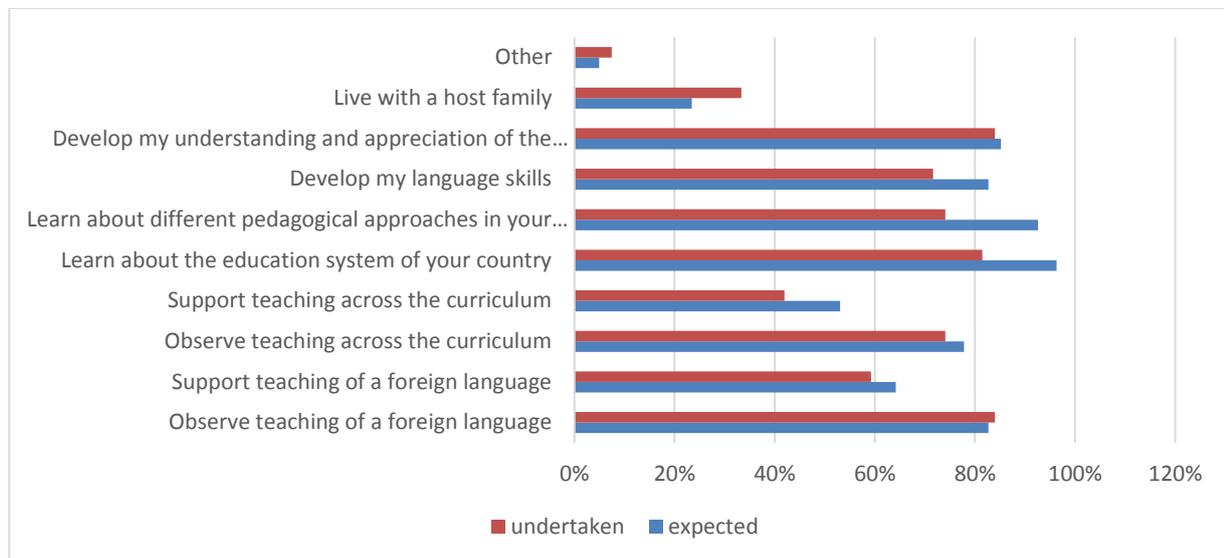
### Activities undertaken whilst on placement

The impact of the placements abroad can be expected to be related to the activities undertaken and were interested in what these were and whether they corresponded to student expectations. Students were therefore asked about what they expected to do whilst on placement in the pre-placement questionnaire and what they had actually done while on placement in the post-placement questionnaire. A global comparison of the activities students expected to carry out before the placement and the ones that were actually undertaken can be found below:

<sup>3</sup> 20% of students did not reply to the post-placement survey questions on “confidence in including cultural awareness in your teaching” and “confidence in including languages in your teaching”. The percentages shown in this table is based on the responding students.

<sup>4</sup> It should be noted that only two of the questions “importance of including multilingual awareness” and “importance of including languages” yielded results in a  $\chi^2$  test with a significance level of less than 0.1 (see Appendix 7)

Table 11: Activities expected and undertaken during placement.



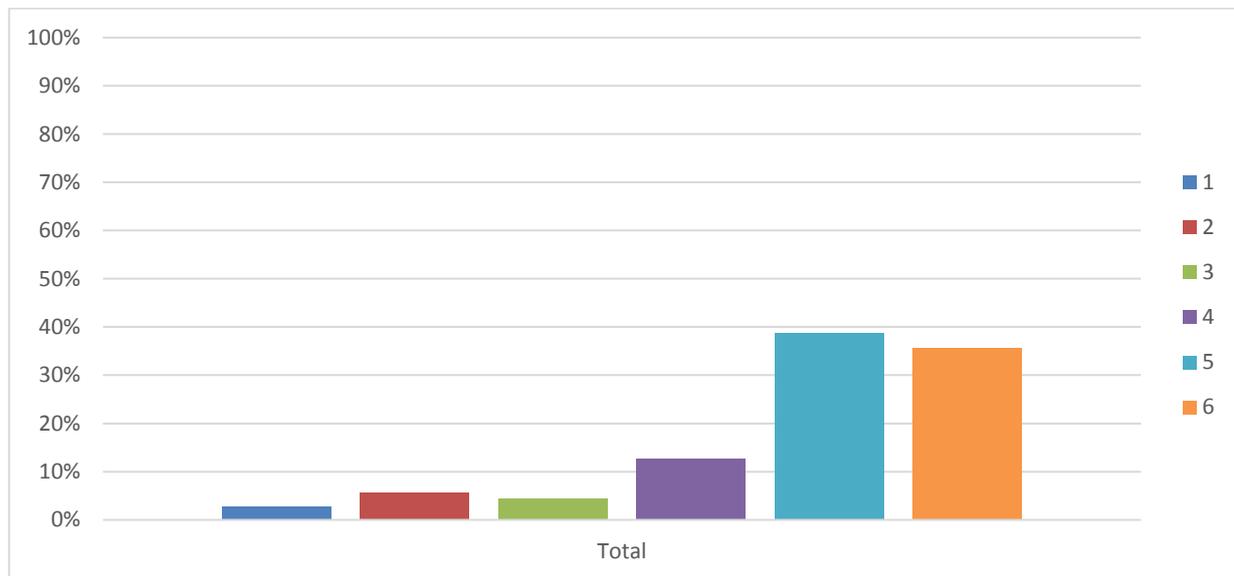
Overall there were reasonably high levels of correspondence between students’ expectations and their experience. It is interesting to note that, as the project evolved, the expectations of students changed. Whilst in the first year of the project, 80% of students expected to support teaching of a foreign language, in the last year only 56% of students expected this during their placement. Students also had higher expectations of their language skill development in their first year of the project (88%) than in the final year (78%). Participating trainee teachers also evidenced increased expectations regarding their development of the understanding and appreciation of the culture of the host country. In 2015/2016 an already high 80% of students expected to do this and this rose to 88% in 2017/2018. This is suggestive of better preparation of the cohorts of students across the three years including via the online learning module.

The areas of least correspondence between participating trainee teachers’ expectations and what they actually did related to accommodation, support of teaching vs observation in classrooms, learning about different pedagogical approaches and education systems and developing an appreciation of the host country. With regards to accommodation 10% more students stayed with a host family than had expected to. There was less support of teaching and observation of teaching across the curriculum than expected but more observation of foreign language teaching. This tallies with comments in the focus groups which suggests that where placements combined time in a school and time at the host Higher Education Institution, participating student-teachers would have welcomed more time in school. It also corresponds with comments in the focus groups that SPIRAL student-teachers were sometimes restricted to contributing to language classes.

A smaller proportion of students than had expected to (-19%) reported learning about different pedagogical approaches and a smaller proportion (-15%) of students reported finding out about the education system of the host country than had expected to. While 72% of participating student-

teachers reported developing their language skills, this was less than the 83% that had expected to do so.

Table 12: Students’ ratings of the placement.

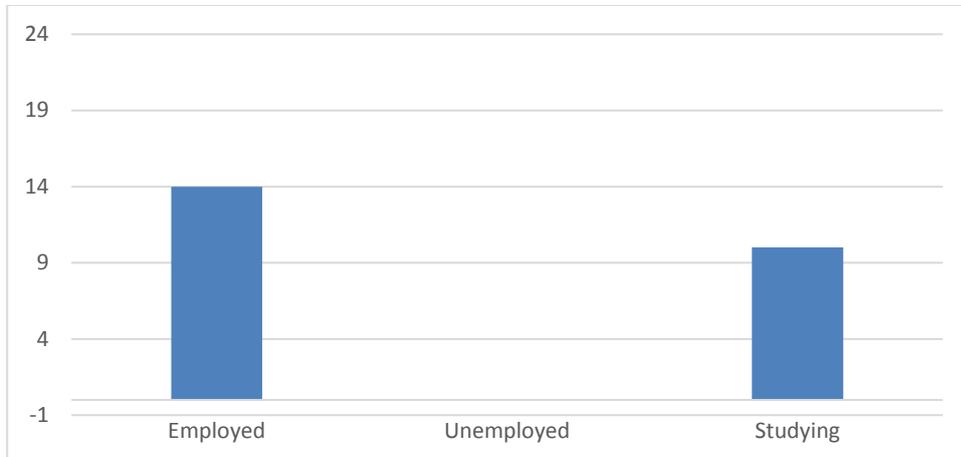


Overall, the vast majority of students rated the experience very highly with 75% rating it 5 or 6 on a six point scale (1= a real disappointment 6= exceeded my expectations). Only 9% of students reporting having been disappointed with their mobility experience (a rating of 1 or 2).

### Students’ perceptions one year and two years after placement

The three year span of the project gave us the opportunity to collect some limited longitudinal data (see appendix 6) as we were interested in participating student-teachers’ perception of the experience one year and two years after their placement. 24 students (15 of the 2015-2016 cohort and 9 of the 2016-2017 cohort) responded to a follow-up questionnaire one year after their placement. 10 students of the 2015-16 cohort responded to a follow-up questionnaire two years after their placement.

Table 13: Employment status one year after SPIRAL placement.



Just over half (14) were in employment and nearly half (10) were still studying.

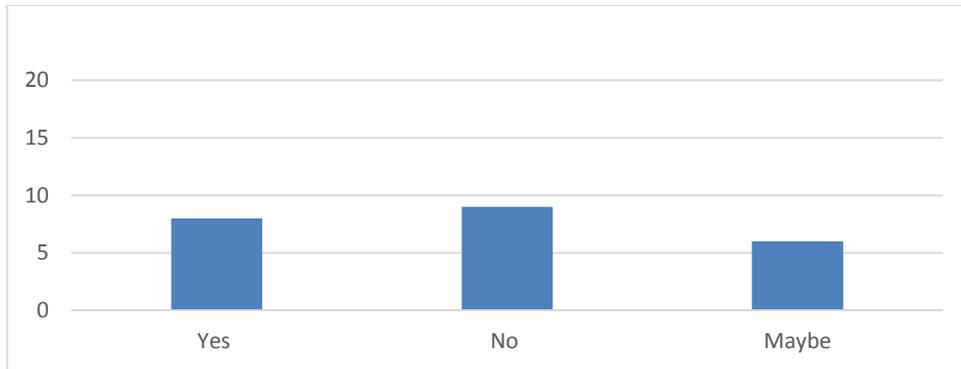
Table 14: Employment status two years after SPIRAL placement.



Two years after the placement the proportion employed had increased but a significant minority were still studying. This raises questions about the point at which placements are best scheduled within an overall programme of teacher education, whether placements may be better scheduled at the beginning, midway or at the end of the period of teacher training.

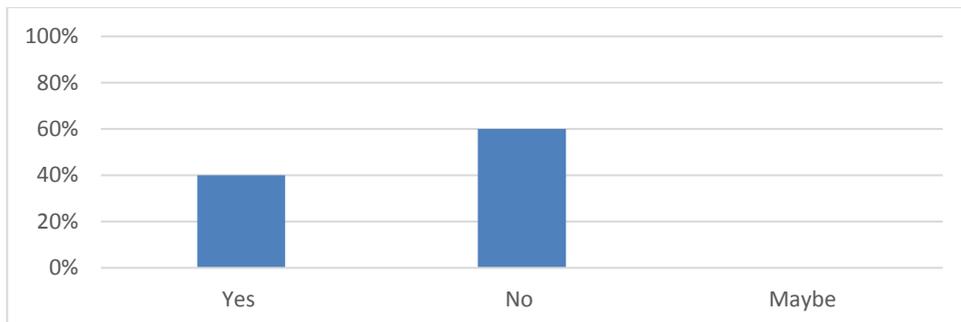
An important issue for the SPIRAL project team and participating students (as revealed in the focus groups) was the constraints on formal accreditation of the placement abroad within the partners' teacher education programmes. Whilst possibilities for formal accreditation were limited, we were interested in the extent to which participants saw the experience as contributing positively to their job prospects.

Table 15: Perceived impact on employment one year after placement.



Nine of the 24 respondents reported no impact of the placement on their employment, but it should be noted that 5 of these nine respondents were French and the response should be seen in the context of teacher appointments in France.

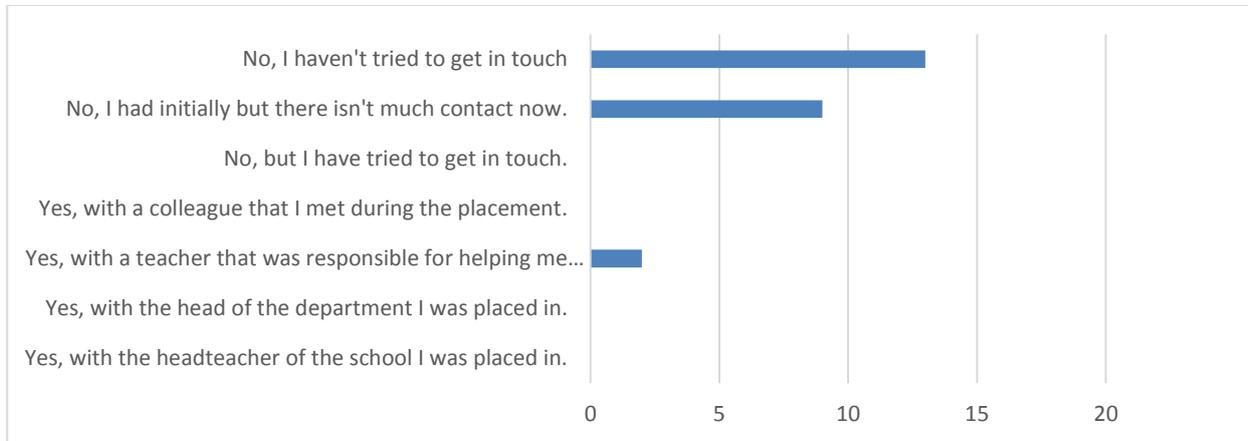
Table 16: Perceived impact on employment two years after placement.



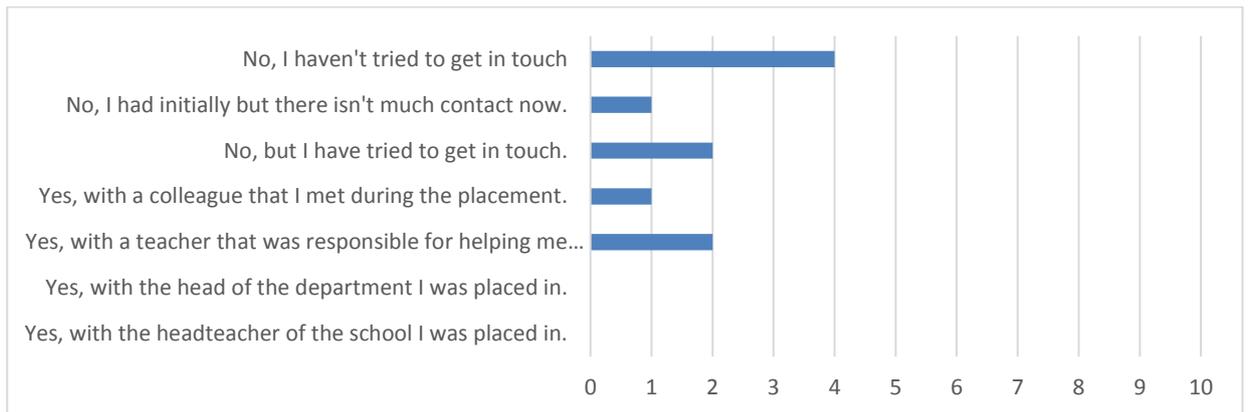
As this is a subset of the students who responded after 1 year (and we have only small numbers) it is difficult to draw any firm conclusions but we can say that both after 1 year and after 2 years, a sizeable minority of respondents felt that the placements had had a positive impact on their employment.

The placement was an opportunity for trainee teachers to establish relationships with schools and teachers in a partner country and we were interested in the extent to which these relationships were sustained.

**Table 17: Contact with host school one year after placement**



**Table 18: Contact with host school two years after placement**



Notwithstanding the positive experience and the sometimes very warm feelings about their hosts expressed by students (see Focus Groups below), there was little evidence of sustained relationships being generated via the placements.

Table 19: Perceived impact on career development one year after placement.

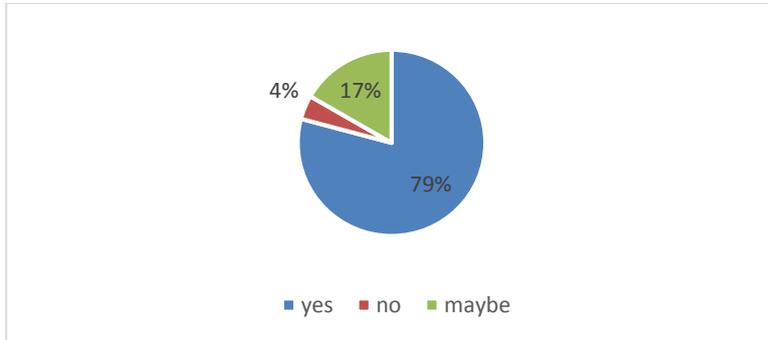
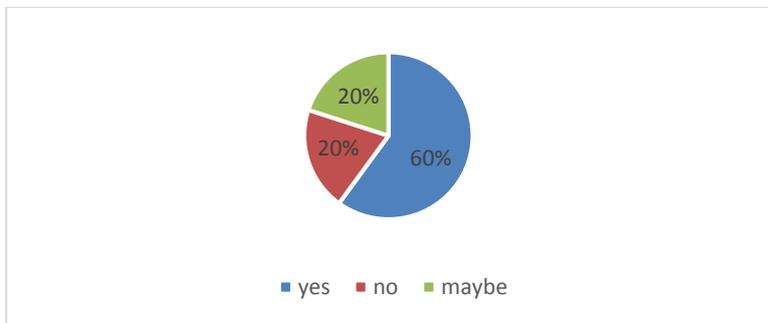


Table 20: Perceived impact on career development two years after placement.



Again, whilst the small numbers of respondents necessitates caution in interpreting these results, there is a suggestion that the perceived impact of the placement declines markedly after two years.

Table 21: View on whether an international placement experience should be part of teacher education one year after placement.

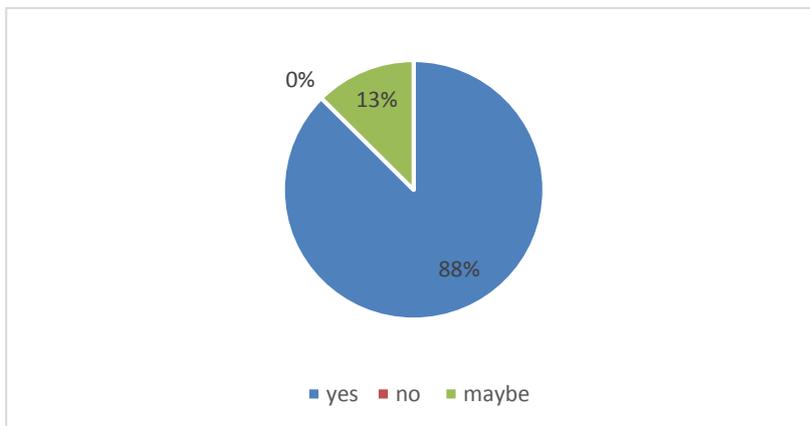
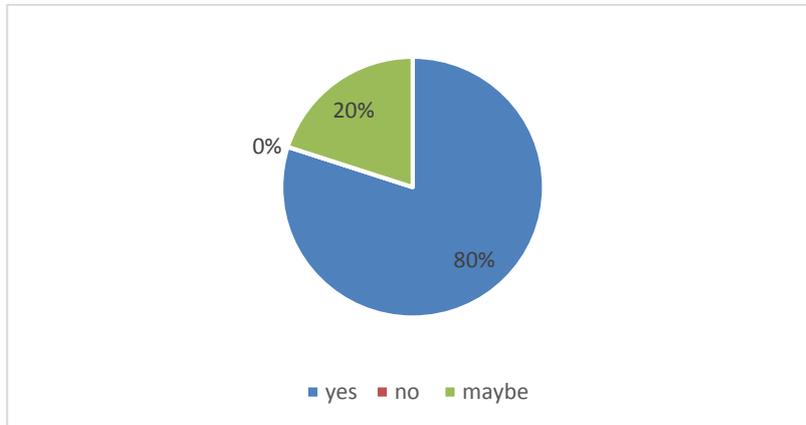


Table 22: View on whether an international placement experience should be part of teacher education two years after placement



Notwithstanding the picture emerging from tables 17 and 18 there appears to consistently very high support for the view that an international placement experience should be part of teacher education programmes up to two years after the placement (although here too a slight decline was observed).

### Student Focus Groups

Following each student mobility, students were invited to participate in a focus group to discuss their experience. Project staff in each of the partner countries followed an established focus group protocol (see Appendix 5) and the focus group discussions were recorded and subsequently transcribed and translated. The translated focus group transcripts were collated by the Brighton team and analysed using N-Vivo to support thematic analysis. Across the three years 78 students participated in focus groups.

The five key themes identified were:

1. Organisation  
This theme related to the organisational aspect of the placements, including how students found out about the project, the choice of destination, preparation for the placement and travel and accommodation arrangements. It also included perspectives on the duration of the placements and the students' general experience of their visits.
2. Motivation and perceived benefits  
This theme related to students' motivation for participating in the SPIRAL placements what they saw as the benefits of the placement abroad and who they identified as beneficiaries for the SPIRAL placements.
3. Accreditation and integration of visit into training programme  
Under this theme we grouped comments related to the timing of the placements in the context of the students' training programmes, to associated workload including the online learning modules and accreditation and the desirability of making placements abroad accessible to all trainees.
4. Language and interculturality

This theme groups student comments which relate to language and cultural differences/similarities.

#### 5. Pedagogy and professional practice and learning

This theme relates to students' experience on placement and perspectives on pedagogy, professional practice and professional learning.

The presentation below is illustrated with direct quotes from the focus groups, the home institution of the student making the comment is given in brackets.

### Organisation

Students were informed about the possibility of participating in the SPIRAL placements through a range of methods from direct approach and presentation by tutors to less direct methods such as email, posters and posts on Faculty Facebook pages. In the first year, the promotion of the programme was sometimes felt to have been too low key.

"it was like an ordinary mail like the ten or fifteen we receive every day, I could have not read it, that's what happened to some of us I'm sure, it was not attractive... enough, maybe others would have been interested."

Promotion of the scheme became more effective in subsequent years and it was clear that later cohorts also benefited from hearing about the project either formally or informally from other students including those who had participated in previous years. Where they didn't have this input, students felt it would have been useful.

"Maybe (..) to improve the project (..) it would be a good idea if the students who have participated talked about it in the classes. They could tell the others that you should not be afraid. I, myself, had some inhibitions, but you really shouldn't."

In particular there was acknowledged to be a certain caution about participating in the SPIRAL project which could be seen as taking time away from accredited study commitments and that value to the individual needs to be stressed.

"I often had the urge to click through and think, I haven't got the time for this... but I realise now what I have gained ... it's so much more than I could have hoped for and, to be honest, with little effort and time in comparison to our normal programme. So little investment compared to such an enormous experience!"

There was consensus across the different student groups across all three years that two weeks was too short a placement. A common perspective was that it took students the first week to find their feet, leaving very little time to make the most of the experience.

*"I'd have to say the placement was too brief. I think you need at least a month... because when we were getting ready to return to Spain, on our second week, is when we were really just beginning to fit in with the children."*

*"...two weeks is good but it's too short because you want to see more, to become more integrated, to participate even more. We were observers, I think at the end of two weeks we could only just start to become more proactive."*

Suggested durations for the placement ranged from three weeks to two months with most suggesting that 4 weeks/1 month would be ideal.

Although students generally found the placement too short, for some it was the brevity of the SPIRAL placement, when compared to longer ERASMUS exchanges which was the attraction:

*"I chose this minor because I didn't want to go abroad for six months, but I would like the option of being here and going abroad for a shorter period. So when I was offered this opportunity, why not!"*

*"It was short but at least we were able to do it within our PGCE year - anything any longer would have been impossible."*

The focus on the time needed to 'find your feet' in students talk about the duration of the placement is consistent with comments about feeling unprepared for the visit. One aspect was the extent to which the students themselves had been helped to clarify what they wanted from the placement. In the first year of the project it was clear that this was often lacking.

*"One thing that kind of stuck into my head was when we had our induction at the school they asked us what do we want get out of it and I think it would have been really nice to have been sat together as a group and just maybe come up with some things. [...] I think it would have been nice if we had something that we could show the schools that 'We want to look at [SEND], not English as a digital language but maybe French or Spanish as a digital language, or we want to look at your provisioning."*

In subsequent years, where staff and students engaged with the online learning platform this contributed significantly to addressing the issue of student's preparedness for the placement.

*"... since we had research to do before the placement [...] we knew more precisely where we were going, what we were looking at and what we were trying to find out about during our mobility period [...] We knew exactly what we had to observe, it was very specific and that was good."*

However, while students generally felt better prepared for the exchange as a consequence of engaging with the online module, the extent to which students felt host schools, and in particular the teachers they were placed with, were prepared remained variable.

*"...one thing which could be changed is to make sure that the school is happy to receive students on placement and that they do it willingly and not unwillingly because really we were in particular classes where the teacher was not necessarily ok with us going into her class and we felt it."*

*"...when we arrived, the teachers didn't necessarily know what we were there for and who we were. Still they were really lovely and they did everything they could to meet our expectations. But it's true that at the beginning, we didn't really know where we should be or what we should be doing because they didn't really know themselves in fact"*

Part of this preparation may include recognition of the time teachers may need to welcome visitors into their classroom. Even where visiting students were expected, it was sometimes difficult for staff to make time for them in the busy school day and this was felt by students.

“I would maybe criticise the fact that the tutors in school didn’t have much time because the daily school business was so stressful. Because of that we had to ask any questions we had, during the lessons because before and after there wasn’t much time.”

A factor which became apparent in the trainee teachers accounts of the placement period was that whilst in many cases students were placed in schools for the whole of the two week placement, in some cases time in school was interspersed with attendance of lectures at the host institution. The participating students generally viewed these less positively and more time in school was seen as preferable.

“The lectures didn’t meet our expectations”

“the main thing was that the subject didn’t match with our situation our interest.”

“I’d have like to have visited more, different schools. Maybe a secondary school or a private school so you’d have something more to compare with.”

Across the three years students were generally satisfied with travel and accommodation arrangements. A key issue for avoiding student dissatisfaction in these areas was clear and consistent communication ensuring appropriate expectations with mixed messages about the financing causing problems.

“The amount of money agreed changed two weeks before the trip. At the beginning we were encouraged to spend it all, but when this amount was smaller, we were asked to reduce expenses once the entire journey had already been bought.”

Accommodation arrangements for visiting students varied across the partnership and included staying with a host family or staying in student or hostel accommodation. There was no clear preference for either of these options with both receiving positive and negative comments. The advantages of staying with a host family were the opportunity to be immersed in the culture of the country and practice the language.

*“Another very positive issue is regarding our host family because it has been a wonderful experience in that sense as well. They helped a lot and practised English with us a lot.”*

The advantages of hostel or student accommodation were the opportunities it offered to share and discuss their experience with fellow students.

### **Motivation and perceived benefits**

It was clear that the funded nature of the programme was an important consideration for students in terms of their own participation and in terms of equality of opportunity for all students.

*"In advance we didn't know what was all being paid for. We guessed the train ticket, so that made some difference, because it was all quite expensive. If I had to pay for it myself, I would have had doubts about going...."*

"There are a lot of students who can't do a placement abroad because of the financial aspects. So, there should be more promotion for projects like this where the exchange is financed."

In terms of motivation, students wanted an opportunity to use/develop their language competence,

*"The language component was really important for me. The more time you spend in the country where the language is spoken that you want to learn, the better it is for you."*

and/or to find out about other education systems

*"I had chosen England because I'd be interested in working abroad later, in an English-speaking country. So, this was the opportunity for me to see for myself if the education system would suit me and if I'd like it."*

*"I wanted to do my school placement abroad to improve my English and also to see how the education system works in England compared to France. And to gain professional experience too."*

Depending on the proportion of classroom time in their home teacher education programme some felt that the SPIRAL placement provided valuable classroom experience lacking in their programme.

"I just want to say that in general, all placement experiences, whether through SPIRAL or not are really important and we have very few and I think that should be increased in the training."

Some students were also motivated by the opportunity to experience something new and for personal development.

*"I felt, I'd just never been to Spain before but I'd been to France so I figured go somewhere new."*

Interest in particular national education systems meant that for some the placements on offer within the SPIRAL project were not their first choice.

*"what was very very interesting were the two education systems in the Netherlands and Norway, and that was what made me apply to the project... knowing that going away for two weeks is not that easy, but as the destinations are attractive, you go"*

*"[...] other countries like Finland ought to be included, and not just the U.K. educational system."*

There was a consensus that whilst the participating students were the main beneficiaries from the SPIRAL project there were benefits for host-schools and pupils too

*"just being there and talking to the children, and interacting with them, and being able to, I guess, help with the teacher's subject knowledge. There were quite a few times when we were there and they were*

*like, 'Oh, is this is it correct to say this? Is this how you would say it?' Because most of their conversation assistants were American I think they liked to have another perspective of a native English speaker."*

In some cases trainees on placement were able to make explicit links between the pupils in the host schools and pupils in a placement school in their own country.

*"I managed a small project letting [the pupils] sing a song in Dutch from the Lion King which will connect them the kids from my Dutch placement school , who learned the song in French. I filmed both events so in that way I managed to connect the children from both schools in different countries."*

Whilst a frequent benefit to the host school was a native speaker able to contribute to language teaching, this sometimes resulted in some tension between what the school wanted the student to do and what the student would have preferred.

*"Another small negative point, at least for me, is that we only had French lessons. Well I wasn't able to participate in an English lesson or lessons in other subjects, I really just taught French and that's all."*

### **Accreditation and integration of visit into training programme**

For the participating students, the SPIRAL placements were additional to their training programme and generally the placements were timed to coincide with breaks from their training programme schedule. This raised the issue of workload since the time on placement was potentially time they did not have available for their course work. For some this was a burden.

*"for two weeks we didn't have the time to prepare our classes. We are teacher trainees so even when we are in time, we are late. And the fact that for two weeks we couldn't do anything [...] Now I'm exhausted."*

*"I agree on the difficulty of demanding two weeks abroad. In our group we also had lots of classmates who didn't want to leave for two weeks due to work."*

As well as the logistical argument for integrating the placement within the teacher education programme, there was also, unsurprisingly given the voluntary nature of the participation, a strong consensus amongst the participating students about the value of placements abroad to teacher education.

*"you really have to help teachers go on a mobility because education doesn't stop at the French borders and that education is a European issue, a worldwide one."*

*"If you want to teach children about global citizenship and things like cultural awareness, I think it is essential you have experienced that yourself."*

Whilst the benefits were universally agreed, there was disagreement over whether such placements should be compulsory.

*"I think everyone should have the chance to do it but, because there are also many people who don't want to go abroad, it should be kept as a voluntary choice."*

The timing of the placements was significant to the students' perception of the workload impact.

*"I don't think it hindered our assignments or anything. We wouldn't have been able to do it all when we were on placement but having it in the inter-semester break [...] it wasn't really holding us back for the assignments."*

Where students engaged with the online platform (years 2 and 3 of the project) comments suggest that the preparatory work (especially finding out about the education system of the country visited and contacting the host school and the competency framework) was helpful. However, comments also suggest that students found some of the work in the online module onerous and difficult to prioritise.

*"but it's true that it requires a lot of work and with everything else we have to do for the competitive exam, what with the orals and the written papers, the various projects on new technologies, there is so much to do... and if, like me, you have a child at home, it makes everything even harder, so the research papers are now far behind me and I'm not sure I'll get round to working on them."*

*"It was nice to read through it [the online platform] and, we discussed it [the competency framework] every day and it was nice to articulate it and put it down like that. But I didn't do much of the pre-stuff, like the reading of the articles I didn't do."*

*"All that preparatory work is interesting - knowing about the school you are going to, how the education system works but after that all the other activities it was really too much, too in depth. I think it should be more concise and fewer activities."*

Whilst most groups reported no problems with the technical aspects of accessing the online learning platform, there were a few negative comments indicative of initial 'teething problems' with the accessing the online learning platform.

*"A negative aspect is that there were a lot of problems with the platform and the way to upload the tasks. Also, there were lots of tasks to do for the project while we also had to do other tasks for our university. I consider that the platform requires a lot of time, and this make the experience less enjoyable."*

Students also felt that the effort they put into the online activities were insufficiently acknowledged and valued either by the host school or their own institution.

*"...we put a lot of effort in the video, but the schools didn't even look at it." "...the fact that no attention was paid to the assignments we put a lot of effort in, was kind of disappointing."*

Even where there was no possibility for formal institutional recognition, students could see the potential for enhancing their CV.

*"I'm going to put it on my e-portfolio and reflect on it as placement experience because it, there's areas on our e-portfolio where you can just write things. Definitely because I think although it's technically not relevant because it's not about the English National Curriculum, it's relevant for my own personal pedagogy. Like I've learnt about the way people teach in a different country, and it's helped me understand my own teaching."*

### Language and culture

Immersion in a foreign language context was generally acknowledged to be challenging and tiring and this gave some students an appreciation of the experience of children in a similar position.

*"I truly don't speak a word French, so I didn't understand a bit. I just didn't know what they were talking about and then it crossed my mind how difficult it must be for children in our schools who don't speak Dutch. It takes a while before they can understand what you are saying."*

*"I think it would definitely help me with teaching children with EAL because that's essentially what I was there. I had no clue what anyone was saying and you realise how much gestures and facial expressions help. And also, just the pace as well. When obviously they're fluent, like, I can't understand a thing they're saying but if it's slower you might pick up on key words. Just thinking about how you talk to people."*

Although limited, there was a recognition that the placement helped improve the students' language skills.

*"Regarding English skills, you acquire much more vocabulary –even with just 15 days."*

*"suddenly I could pick up on a few words and start to, not understand what they were saying but get the gist of the conversation."*

Often this was a question of developing greater confidence.

*"we talked so much English during our stay, I can speak German, but everyone preferred to speak English!, ... and it went that far that when we were talking to one another we started in English... even think in English. And last week I had to teach an English lesson, and my English had improved so much! In my own secondary education I was so afraid to speak English,... and now I spoke so much English that my fear has almost gone and I dare to teach English in the 7<sup>th</sup> grade! So my self-confidence has grown enormously!"*

Nevertheless, language was an issue with some feeling their lack of proficiency made it difficult to get fully involved in the classroom.

*"Like there was nothing like I felt I could do at times. I felt like I was just like that person sitting at the back of the classroom and not able to do anything which was quite hard at times."*

In other cases, the experience gave rise the realisation that the student's proficiency was too limited.

*"my English is very very bad but [...] with Lisa [the host teacher], I understood everything she said but I responded with a smile or a thumb up because I just couldn't answer and I realised there was a problem [...] last night, we discussed it with my boyfriend's brother who [...] speaks English fluently and [...] he told me that what I was teaching my pupils was full of mistakes and I thought : I have to teach them the language and all, but we didn't even get a proper training so...."*

In some contexts, the issue was not proficiency in the language of the host but a shared proficiency in a common language (most often English)

*"I had a mentor whose English was very proficient so I got the feeling that I was able to manage. But at university, M. herself hardly spoke any English."*

*"none of the staff members spoke English proficiently. We had dinner all together and only half of them could speak English so there was not much conversation going on."*

*"Lisa and Lucile talked to each other in Spanish ... Lisa and I sometimes tried to speak German and also in English and that was interesting too as far as interculturality is concerned. The language three people use to exchange, two who speak the same language and who didn't speak to the third person with the same language ... that was definitely interesting."*

Another dimension of the aspect of language in the placements was what the students were able to observe and experience in terms of foreign language teaching in their host school which drew both positive and negative comparisons:

*"I do think in terms of a bilingual approach as well, we got to see how that works [...] we could see a different way to teach other languages. And that immersive approach to teaching languages, like we can see the pros and cons of that. And how like it was a [...] really, really good thing because obviously their level of English was far, far better than any primary school child's level of Spanish."*

*"In our placement school, for instance, they only included about 45 minutes for foreign language classes per week, so I think there should be more time for children to practice. Maybe because English is the universal language they don't really care to teach other languages."*

As important as the language aspect for students, was the insight into another culture that the placements offered. Even where students were disappointed in the host school they appreciated the experience of a different country:

*"I went to Hamburg to discover another education system, but I did not... Nevertheless, I was quite pleased to discover how a French lycée works abroad, and it was interesting... it also enabled me to discover Germany, which I didn't know at all, and to get familiar with the culture."*

An important dimension of the placements for all the students was the opportunity to connect with and get to know people from the host country, whether this was, staff in the host school or host families.

*"I really liked my mentor too. She spoke English really well and at Easter weekend I was invited to join her family in law. I spent quite some time over there and it was very nice. I even was invited to stay overnight. And they took me along to friends. That was really nice."*

Some of the placements had a reciprocal element in that student teachers were able to host students on placement in their own classrooms and this made it possible for them to use the 'visitor' as a pedagogical resource:

*"[hosting a SPIRAL student] in my classroom [...] was very very rich, it went very well ...I think she learnt a lot of things, I learnt a lot from her as well [...]she really bonded with my pupils and [...] she gave them short German lessons, lessons on German civilisation, there was some dancing." "In my rural school, they've never gone out more than 30 kilometres away so obviously Germany was for them, quite .... abstract so [...] I included [the student from Hamburg on placement] in several activities too [...] she presented some cultural aspects she had chosen for example [...] she told us about German bread rolls because that's typically German ... and she found it interesting and accessible to children and they were very happy to discover that."*

Students stayed in university or hostel accommodation or with host families. The advantages of staying with host families was the often warm welcome and immersion in the culture while the advantages of student or hostel accommodation was the greater opportunity for shared reflection of the experience and for exchanges with other students.

The experience sometime provoked reflections on wider cultural issues.-

*"you're not free to express your opinion, or to wear a Muslim headscarf. Even parents weren't allowed to wear a headscarf when bringing the child in the classroom. This seemed strange to me because when you are a Muslima, you can't just take off your headscarf for a moment..."*

*"Here in the Netherlands as a teacher you just don't touch children, and for sure don't kiss them but over there it's quite normal to hug and kiss a child."*

It is important that students understand that many of the differences observed are differences at institutional as well as, or sometimes rather than, at national level. This raises questions about the extent to which such reflections on wider cultural differences are addressed within teacher education programmes. There is also the issue of the extent to which placements served to reinforce or challenge stereotypes not to say prejudices.

### **Pedagogy and professional practice and learning**

This theme relates to students' experience on placement and perspectives on pedagogy, professional practice and professional learning. This aspect was the biggest proportion of students' talk in all the focus groups. Students were often struck by observed differences in pedagogy and classroom practices. In some cases this was perceived as quite a shock.

*“it was so alien to me, the way they taught. But after the first couple of days I think, I started accepting it and realising [...] This is the way they teach [...] we began to get ourselves more involved and to really enjoy it by the end.”*

In all the focus groups there was extensive commentary on observed differences in pedagogy and particularly between more active and group-work or individualised pedagogies and more passive text-book based pedagogies.

*“...we were both really struck by how the children would just sit and listen happily, just seemed to take it in and learn. But in England we’re, we’re taught like if you have a lesson and the children just sit there for an hour, it’s not a good lesson.”*

*“they’re more autonomous, especially as they really learn together, it’s really a socio-constructivist approach; classes are always noisy, but this noise is always positive, whereas in France, we’re a lot more controlling: this is how the exercise is organised, this is how it has to be done, and as soon as there is a bit too much noise, it is considered as chaos and the class as unruly, whereas in England, this is not the case [...]. And in fact, they learn better.”*

*“We realised that in Spain it is/ basically there is nothing but teacher-centred teaching, the structure is always the same: as a student you get a task, you do that task individually, then you compare it. That’s it. That’s how classes look like, no matter the subject or the year, at least up to the 6th grade which is where we were.”*

*“Well, what I was struck by is the fact that they don’t use textbooks at all! It’s the complete opposite to us because we use it (the textbook) too much. So, I think that it should be used somewhere in between; not too much nor too little... It should just be an aid in class. And I’ve learned how to deal with some issues in class and how to approach certain matters without leaning on the textbook...”*

*“The classroom management seemed old fashioned: students in rows. In the one school there was almost no opportunity to work together on a task. A lot of “all students at the same time same task”, chorus reading, lots of waiting for the answers of some students etc. sometimes children had to listen for almost two hours to the teacher without individual activity.”*

Reflexions on pedagogical styles were also associated with broader discussions of classroom climate and relationships. Students often compared the level of curriculum demand:

*“we demand a lot of our French pupils compared to Spanish pupils and there, there is a lot of ‘dead time’ - they spent two hours on a father’s day card. We would never do that.” “For us it was the opposite, we found the English system too demanding, with the levels of demand in maths for example, they start on learning fractions very early, their multiplication tables.”*

Cultural difference were also seen to translate in differences in the classroom climate.

“It’s something cultural to touch and kiss one another frequently, more than we are used to and also by people you’re not really close to. It was really amazing to see the effect of that on children.”

“To come back to caring ... well in our school you could feel love and care. It was even for everybody the teachers were very close whereas I think in France we put up barriers because we’re worried about what parents might think about our relationships with the children.”

Two other areas of comparison which were the focus of much commentary were the use (or not) of digital technologies and inclusion. With regards to digital technology comments often reflected the different levels of resource available.

“Well related to our practice is the use of digital technology because we observed an impressive use of digital tools; they have a digital white board in every class, they have everything they need to work, tablets, computer suites for several classes, they really have a lot of things and they use it a lot, sometimes a bit too much.”

“there was a digital schoolboard, but it was broken. There were no iPads, just a few outdated PC’s. and they weren’t really used at all, but still the achievement level was really high so it was very interesting to see those achievements without modern devices... in the Netherlands we really focus on using ICT in our education but this makes you question if that’s an improvement.”

“ it made me re-evaluate our way of using ICT devices. In the school I visited there weren’t beamers or digital blackboards but only the old-fashioned overhead projectors with sheets... after a while I realized, you don’t really need it... so since my return I take a critical attitude towards the use of the digital blackboard. I’ve realized that bringing real object into the classroom and let children touch the objects is way more effective that watching a video on the subject.”

The extent of, and strategies for inclusion observed on placement also emerged as a theme.

“...children with disabilities are included in the mainstream program. There were a lot of children with severe autism, they had a separate classroom and one to one guidance, but they visited our classroom to join specific subjects. And if it was too much for them or they couldn’t join in with specific subjects, they went back to their own classroom, but they were really part of our group so inclusion is way ahead of our Dutch system.”

There was a clear consensus amongst students that they had observed pedagogical and classroom practices which were of direct relevance to their own professional practice.

*“I’ve been able to learn things [...] I’ve been able to apply those things at school here. For example, the way in the lessons are taught in Brighton is very dynamic. The children always work in groups and the teacher is constantly giving them things to do – they even have debates and the children participate in them!”*

*“[...] we found the fact that they use text books for everything really shocking. I think we would all agree though that after seeing how much work they have compared to us [...] we sort of realised that maybe all of our lessons don’t have to be amazing and have all this [teacher designed] input”*

*“having that [better] balance [between teacher designed input and] pre-prepared lessons that you didn’t have to spend hours resourcing yourself and differentiating yourself [...] yeah we need a laid back Spanish approach to everything.”*

Whether or not the pedagogy and classroom practice was viewed positively, it was seen as useful in helping student teachers clarify their views.

*“it was a French education system model we shouldn't reproduce....so, it was really interesting to see all the mistakes we shouldn't do in different classrooms.”*

*“It enabled me to fine-tune my approach to teaching. I liked most of what is done in England which reinforced the opinion I had on the teaching profession.”*

Consistent with this was the commonly shared view that the placement enabled a more critical perspective on their own education system and education practice.

*“[...] from the [teacher education] institute you only hear what they think is the right way to do things. But now I realize there are more ways because I’ve seen how they do things differently abroad and it also works out fine.”*

*“it’s important to go and look elsewhere to become aware of our own education system, to take a step back from the French system and to try and find pedagogical solutions which might be more appropriate for pupils from abroad.”*

*“I think it’s just different. I don’t know if I could necessarily say it was better or worse because from my perspective maybe it is worse but I’ve been trained to do it differently but the children still learnt, they still understood. So in terms of the children learning I think it’s just different and there are different ways to get the same results.”*

An interesting sub-theme which emerged in the focus groups was the importance of opportunities to discuss with others in maximising the professional learning from the placements. Whilst being accommodated by host families was viewed very positively in terms of exposure to language and

culture, co-location in student or hostel accommodation allowed valuable opportunities for discussion with other students on the placement.

*“What we could all benefit from is that fact that we were together as a group and were able to talk for hours about our experiences and that’s how we got different perspectives on everything and if I’d only had my own perspective I would have been quite frustrated. The fact that we exchanged views I believe was a great enrichment.”*

For some being able to talk to the local teachers created the opportunity trainee teachers on placement at the host school was also a very rich learning experience:

*“there were some teachers in training there [...] they were really friendly and helpful [...]it was just great to talk to them about how our experiences are of being a teacher in training and how theirs are. So we kind of got to learn in a really short amount of time what they had to do and what was expected of them.”*

And where there were reciprocal arrangements, this also enabled valuable exchanges:

*“Our host teachers, we found they were really interested in what’s going on in France, they asked us a lot of questions and we asked them a lot of questions about their practice and therefore there was a real exchange between our two teachers and us.”*

However, this really depended on host staff being open to this kind of exchange which was not always the case.

*“...we felt that the teachers were pretty proud of their education system and had a bit of a tendency to put it on a pedestal, claim it as perfect at the expense of other practices in other countries and so it true that it was sometimes difficult to discuss certain practices with them.”*

### Host School Staff

Host school staff were less satisfied with the placements than the students with only 56% of respondents giving a rating of 5 or 6. Only 11% gave the lowest rating of 1 and the remaining 34% gave ratings of 3 or 4.

Table 23:

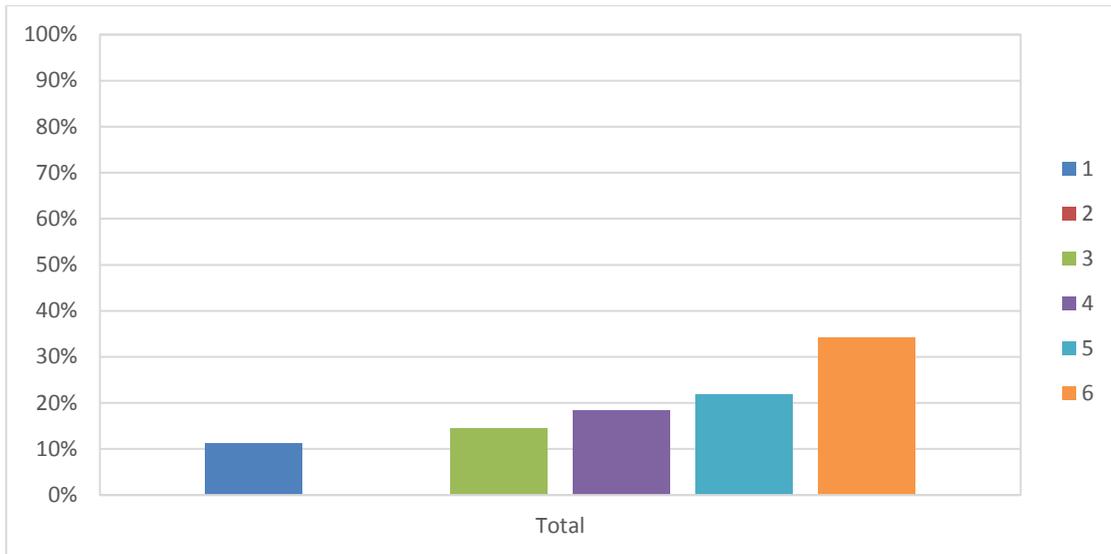
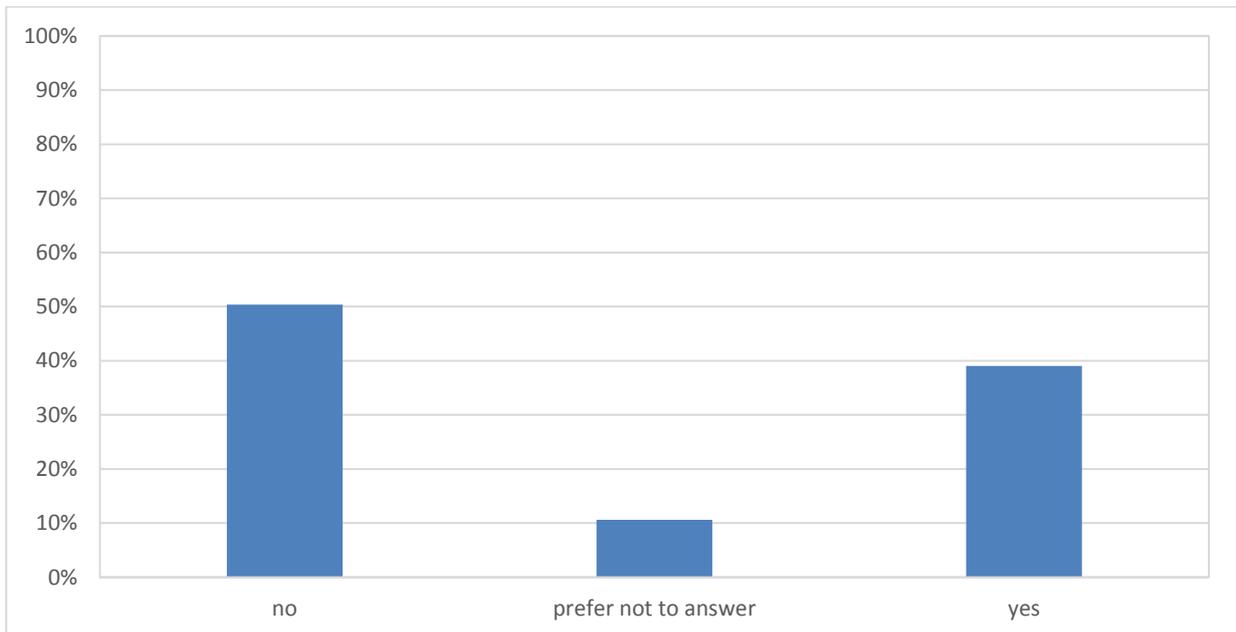


Table 24: Staff reports of students' language knowledge precluding participation in activities during the placement



This is consistent with some of the reports in the focus groups and points to the fact that there needs to be a minimum level of communication possible whether that is through the language of the host school or other shared language(s).

Table 24: Staff perceived importance of including multilingual awareness, language and cultural awareness in their teaching

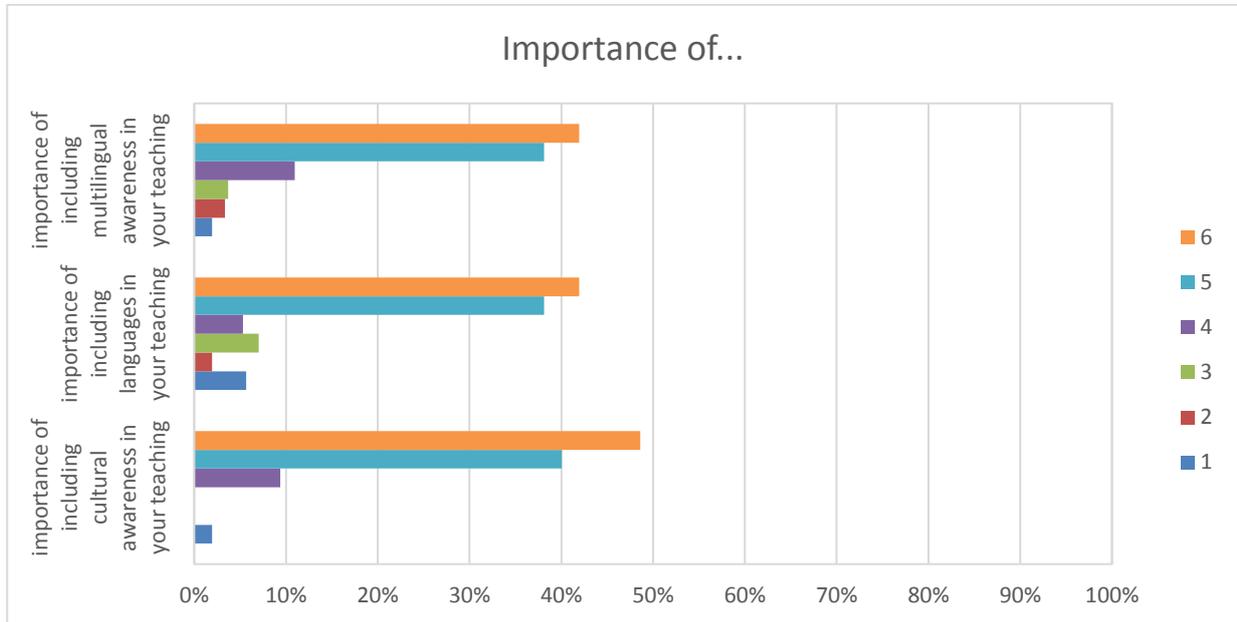
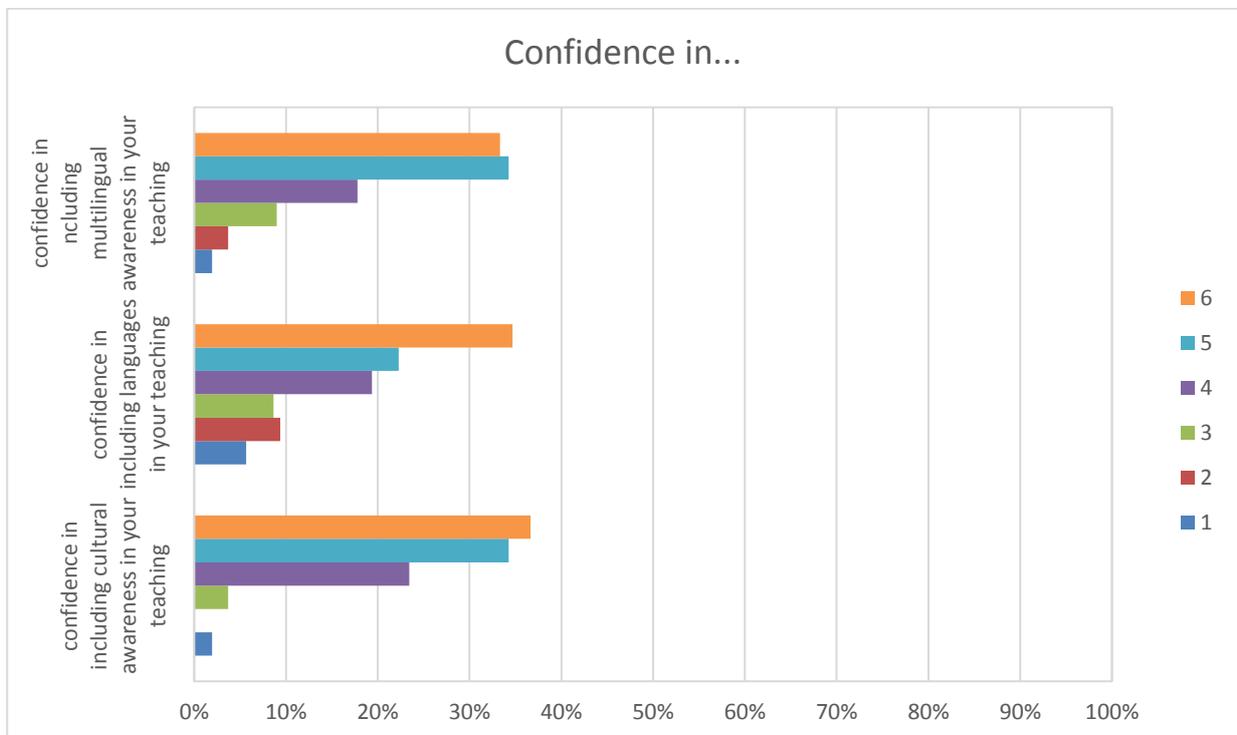


Table 25: Staff perceived confidence in including multilingual awareness, language and cultural awareness in their teaching.



It is interesting to note that host school staff ratings of the importance of, and their confidence in, including these components in their teaching were very similar to those of student-teachers post-placement.

School staff reported feeling well prepared for hosting foreign students on placement though a significant minority 16% did not. Again this is consistent with some of the reports in the focus groups and underscores the importance of adequate preparation of and engagement by teachers who will be interacting with the student-teacher on placement.

There was an overall consensus from participating schools that the placements are of benefit to the school, it supported the development of intercultural understanding and positive attitudes amongst staff, students were able to support bilingual children, and meeting native speakers helps all children in terms of language skills and understanding there are people in the world who speak other languages. Most participants were keen to continue hosting SPIRAL exchanges.

### Participating institutions/staff

We were also interested in the impact of the project on the staff in the partner institutions. In the first year of the project we circulated a questionnaire to staff involved in teacher education in the partner institutions (see appendix 4). 54 questionnaires were returned. The majority of respondents were female (68.5%) and 41% worked mainly with primary trainees. The majority (65%) didn't know that their institution was a partner in the SPIRAL project nor that student teachers from their institution had completed a short SPIRAL placement in a primary school in another European country (77%).

Whilst many staff were not aware of SPIRAL or SPIRAL placements, a significant majority agreed that placements abroad should form part of teacher education programmes (82%) and that such placements should be accredited and contribute credit towards the trainee teachers' qualification (72%). The majority also agreed that placements abroad should form part of staff development programmes for teacher educators (76%). There was consensus that it is very important that teacher education for primary teachers should address competence in developing awareness and understanding of other cultures (100% rated this 5 or 6 in a 6 point scale). Competence in developing awareness of other languages was also seen as important (70% rating this 5 or 6) whilst competence in teaching a foreign language was seen as less important with only 30% rating this 5 or 6).

In the final year of the project the questionnaire was repeated but only 24 responses received. These did seem to indicate that there was greater awareness of the SPIRAL project amongst teacher educators in the partner institutions. The strong support for the inclusion of periods abroad as part of teacher education observed in the first questionnaire was also apparent here.

Below are reflections from the SPIRAL project team on the impact of the project on their institutions

#### **UNIVERSIDAD DE ALCALÁ DE HENARES, SPAIN**

At the University of Alcalá (UAH), the SPIRAL project has made a positive impact at various levels, especially in the academic and administrative spheres. To briefly highlight outstanding specific items, mention ought to be made to the rise, between our university and the surrounding primary schools in the Madrid area, of a fresh and valuable discussion regarding international school-teacher placements

(or teacher-trainees) and proper institutional relationships; the need to target and promote intercultural competences in placement exchanges within Europe; and the surprising cultural, linguistic and professional impact of short-term immersion in foreign educational systems on teacher-trainees. Another very important issue derived from SPIRAL at the UAH is the creation of an initial network of educational organisations with an aim to foster models of excellence, as that inspired by SPIRAL, in international teacher-trainee placements.

#### **HOGESCHOOL VAN ARNHEM EN NIJMEGEN - HAN, NETHERLANDS**

At the HAN, we already have a steady tradition of long-term placements abroad and educating incoming students from all over the world. The average stay is then 5 months. The SPIRAL project has been unique in its kind by offering short-term placements. It has opened the discussion to offer more opportunities for short-term exchange because the impact on students is different, but certainly not less valuable. Especially the effect of not being too familiar with the language of the guest country enhances the experience of being submerged in language and culture. This we see less in long-term exchange programmes because then the proficiency level of the language of the guest country determines the destination choice of the student.

#### **UNIVERSITÄT HAMBURG, GERMANY**

At the University of Hamburg, despite the long tradition of long-term sojourns, SPIRAL opened up new possibilities for students, both regarding the length and the objectives of the stay-abroad. The fact that SPIRAL does not focus language learning and practice per se and allows professional development through classroom observation abroad were key-points to start reflecting about new trends and dynamics of mobility in initial teacher education.

#### **UNIVERSITE DE CAEN BASSE-NORMANDIE, FRANCE**

At the Caen ESPE, the Spiral experience allowed to develop short-term placements, not only in the Spiral framework, but in the global educational framework of our institution. A growing number of colleagues (teachers, staff) and students are now persuaded of the value of this kind of foreign exchanges. The Spiral experience was a great opportunity to develop discussions around the questions of mobility, good practices exchanges, educational comparisons... The Spiral experience contributed to increase research papers (students and teachers' paper) centred on the international topics. The Spiral project had also a special place in the international conference "Education and Mobility" in Caen ESPE (November 2017).

#### **UNIVERSITE DE PARIS-SORBONNE (PARIS IV), FRANCE**

ESPE de Paris has a long tradition of short-term school placements abroad for Primary student teachers, based on various international partnerships. Thanks to its innovative nature and European dimension, the SPIRAL project has had a dual impact at the institution level: (1) it has helped school placements abroad gain wider acceptance among the staff, as the main focus of the project is the development of common European professional competences (among which, intercultural competence) and not only language proficiency; (2) it has provided innovative tools (competence cards, mobility guides and online modules) and models which will be used more widely (i.e. outside the SPIRAL partnership) to frame and enhance student teachers' mobility periods abroad within our international partnerships.

## **UNIVERSITY OF BRIGHTON, UNITED KINGDOM**

At Brighton, the SPIRAL project has contributed to a wider discussion on internationalisation of the curriculum and the School's response to the University's Internationalisation Strategic Plan. Specifically, it has generated models of good practice for the sending and hosting of students on foreign placements and students and SPIRAL project staff have contributed to taught sessions to undergraduate and post-graduate Education programmes as well as contributing a conference paper to the School of Education's inaugural conference in 2018.

## Conclusions and discussion

The objectives of the evaluation were to provide data on the impact of the mobility programme on:

- Individuals participating, particularly in relation to impact on the development of linguistic skills and professional skills;
- Teacher education institutions;
- Host schools.

In terms of the impact on individuals participating, the pre- and post-placement questionnaires provided clear indications of positive impact. Students rated their language competence more highly following the placement. The fact that the design of the project did not prioritise language development is consistent with the commentary in the focus groups in which there was a consensus that two weeks is too short to impact significantly on linguistic competence but was felt to have impacted positively on language confidence.

More apparent was the impact on professional skills. The questionnaires evidence a positive impact on both the rated importance of and confidence in including language teaching, developing multilingual awareness and developing cultural awareness with confidence in including languages and multilingual awareness being particularly positively impacted. The focus group transcripts testify to the richness of the experience in terms of exposing students to different practices and provoking critical reflection on their own practice.

There was a consensus that preparation for host schools and students undertaking placements abroad could be developed through better guidance/outlining of expectations and students taking it upon themselves to make contact with the host school to prepare for the placement before they arrive. Preparation for host schools needs to include and involve the teachers with whom student-teachers will be placed to develop a shared understanding of the learning intentions of the placements.

The feedback from participating teacher training institutions also indicate positive impact, with some evidence of outcomes for staff and programmes beyond those directly involved in the SPIRAL project.

There is also evidence that the impact on schools was positive, with school respondents referring to benefits for pupils and teachers and their willingness to host again.

### Maximising impact

The evaluation also sought to identify factors which contribute to good practice in maximising impact and these are summarised below:

Organisation, promotion and funding

- There was considerable support for opportunities for placements abroad on the SPIRAL model to be extended to many more students but a consensus that such placements should not be compulsory.

- It is important that such opportunities are funded to ensure equality of opportunity.
- Students may be discouraged from taking up opportunities for placements abroad by the demands of their accredited study programme and should have the opportunity to hear from and ask questions of, students who have benefited from the experience.
- The impact of the placement will be maximised if the work associated with the placements abroad is integrated into the teacher education programme and accredited.
- There needs to be clear and consistent information relating to the practicalities of the placement abroad such as travel and accommodation arrangements.
- Students and host schools need clearly statements of what they can expect and what will be expected of them during the placement.
- A key contact in the host country able to intervene to resolve problems is vital.

#### Timing and Duration

- Two weeks may be too short and a duration of four weeks/one month may be more beneficial.
- There should be consideration of the timing of the placement within the students' accredited study programme to minimise conflict with demands of the formal teacher education programme.
- In the context of a short placement time in school should be maximised.
- There should also be consideration of the point during the teacher education at which a placement abroad will have most impact.

#### Support for staff and students

- The status of a placement abroad as an added uncredited extra to the students' taught programme detracts from its potential. HEIs need ways to support and recognise the work associated for both students and HE tutors through either formal accreditation or other mechanisms. The SPIRAL online learning module provides a model which could be integrated in teacher education programmes.
- Preparation and engagement of host school staff is critical in maximising the potential learning for both visiting students and the host school staff.
- Induction into the common competence framework for both host staff and student-teachers on placement can support the structuring of placement experiences.

#### Language, interculturality and pedagogy and professional practice and learning

- The experience of even a short placement abroad is rich in learning opportunities for students. It impacts on their commitment to and confidence in including languages and multilingual and cultural awareness in their teaching. It can sensitise students to the experience of foreign language pupils in their own classrooms and increase their appreciation of other cultures. However, to avoid this remaining at a superficial level, and to maximise impact, teacher training organisations should enable deeper engagement through structured reading and discussion ideally as an integral part of an 'internationalised' curriculum both before and after the placement. The online learning module developed as part of the SPIRAL project provides a model for this which should be adopted and developed.
- Host schools and their staff need to recognise that visiting students want more than language exposure and should be helped to balance the learning opportunities a placement in their

school can provide in terms of language, intercultural experiences, and pedagogy and professional practice.

- Host Higher Education Institutions (HEIs) need to recognise that in the context of a short placement, time in school is seen as most valuable by visiting student-teachers.
- Where language competence in the language of the host country is very limited the learning potential of the placement may be constrained and organisations should consider the potential of using another/other language(s) in the placement to support communication. Preparatory work such as that associated with the SPIRAL online learning module can help assess language options for the placement.
- Language preferences may play a role in destination choices but organisation should recognise that many placements can offer language experience other than in that of the host country (bilingual classes in Spain and the Netherlands for example) or possibilities for intercomprehension across languages of the same linguistic family and will be rich in intercultural learning and learning about pedagogy and professional practice.
  - It is evident that the placement abroad was a rich learning opportunity for students. Being confronted with different practices to those they are familiar with provided both specific examples of pedagogic practices and opportunities for critical reflection. Such reflection is facilitated or enhanced where students have the opportunity to discuss their experiences with others (be that fellow students, teachers or other trainee teachers). Co-locating students (in schools or accommodation) provides valuable informal opportunities for exchange and discussion. It is also important to clarify expectations about and resource any mentoring arrangements in the host school.
  - Organisations should also consider how students on placement may contribute to the learning of host country student-teachers at either the host HEI or in school.
  - It is also apparent that student teachers on placement can be a source of reflection and learning for staff within the host school and organisations should consider ways to facilitate and enhance this potential.
  - Organisations should consider the potential for reciprocal arrangements (i.e. students from X are involved in hosting students from Y who are then involved in hosting the same students from X in their own country subsequently) to maximise opportunities for professional learning and dialogue.
  - Short placements like those in the SPIRAL project provide the potential for ongoing links and contact between primary education professionals in schools in different countries and it would be good practice for organisers to consider mechanisms to encourage and facilitate ongoing relationships.

## Appendix 1: Student pre-placement questionnaire

1. Name (or unique identifier):
2. Gender
3. Age
4. Nationality(ies) Nationality(ies) of parents
5. What are your reasons for participating in the SPIRAL programme of visits
6. How familiar are you with these countries

Country	I have never visited/ little or no knowledge	I have briefly visited/ some basic knowledge	I have visited on several occasions and/or for extended periods/ fairly knowledgeable	I have lived there for extended periods (over 6 months)/ very knowledgeable
England				
France				
Germany				
Holland				
Spain				
Are you particularly familiar with any other country(ies)? Please state				

7. How would you describe your proficiency in the following languages – Please tick box which best describes your language proficiency in each language.

These descriptors are taken from the common European framework of reference for languages: learning, teaching, assessment so will be available in each of the project languages.	Dutch	English	French	German	Spanish	Other (please state)	Other (please state)
No proficiency							
Beginner A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.							
Beginner A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her							

background, immediate environment and matters in areas of immediate need.							
Intermediate B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.							
Intermediate B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.							
Advanced C1 Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express ideas fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and							

effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.							
Advanced C2 Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.							

8. On a scale of 1-6 (1= now/little knowledge/understanding 6= comprehensive knowledge and good understanding) how would you rate your knowledge/understanding of education systems and practices in other European countries?

Country					
England					
France					
Germany					
Holland					
Spain					

9. What do you hope to do during the exchange (tick all that apply)

Observe teaching of a foreign language	
Support teaching of a foreign language	
Observe teaching across the curriculum	
Support teaching across the curriculum	
Learn about the education system of the host country	
Learn about different pedagogical approaches	
Develop my language skills in the language of the host country	
Develop my understanding and appreciation of the culture of the host country	
Live with a host family	
Other (please state)	

10. On a scale of 1-6 (1= not at all and 6 extremely) how would you rate the following:  
Importance of including languages in your teaching?

Importance of including multilingual awareness in your teaching?

Importance of including cultural awareness is in your teaching

Your confidence in including languages in your teaching

Your confidence in including multilingual awareness in your teaching

Your confidence in including cultural awareness is in your teaching

## Appendix 2 student post-placement questionnaire

You should now have completed your two week 'mobility' as part of the SPIRAL project. We are keen to collect data on the impact of this mobility programme on participants and thank you for taking the time to complete this questionnaire.

1. Name:
2. Which country did you visit on the SPIRAL programme?
- 2a. Please name the town
3. How would you describe your proficiency in the language of the country you visited now?
4. What did you do during the visit? (Tick all that apply)
- 4.a. If you selected Other, please specify:
5. On a scale of 1-6 (1= no/little knowledge/understanding 6= comprehensive knowledge and good understanding) how would you rate your knowledge/understanding of education systems and practices in the country you visited now?
6. What was the most important thing you learnt about the education system of the country you visited?
7. How would you describe the school that you attended?
8. How did teaching and learning in the school you visited compare to your experience of teaching and learning in schools in your own country? What were the similarities?
9. In terms of your reasons for participating in the SPIRAL programme, how successful was your visit on a scale of 1 (a real disappointment) to 6 (exceeded my expectations)?
10. Did you learn anything that you think will impact on your practice? If so what and how?
11. On a scale of 1-6 (1= not at all and 6 extremely) how would you rate the following now:

	1	2	3	4	5	6
Importance of including languages in your teaching?						
Importance of including multilingual awareness in your teaching?						
Importance of including cultural awareness is in your teaching						
Your confidence in including languages in your teaching						

Your confidence in including multilingual awareness in your teaching						
Your confidence in including cultural awareness is in your teaching						

- 12. What would you say was the most significant benefit of the visit and why?
- 13. What would you say was the most significant limitation of/disappointment with the visit and why?

Thank you for taking the time to complete this questionnaire. You will also be invited to participate in a group discussion of your SPIRAL visit with fellow students. Your SPIRAL contact will give you more details.

## Appendix 3: SPIRAL School Staff post-placement questionnaire

Thank you for hosting trainee teachers from a partner European country in the context of the SPIRAL project. The project team are keen to have your feedback and would be grateful if you would take time to answer this brief survey.

1. Name:

2. Name of School and town in which the school is based:

3. Job title:

4. From which country(ies) did you host SPIRAL students?

5. On a scale of 1-6 (1= no/little knowledge/understanding 6= comprehensive knowledge and good understanding) how would you rate your knowledge/understanding of the education system of the countries in the SPIRAL project? Please don't select more than 1 answer(s) per row. Please select between 1 and 4 answers. Please don't select more than 4 answer(s) in any single column. 1 2 3 4 5 6

	1	2	3	4	5	6
France						
Germany						
Netherlands						
Spain						

6. Did you feel adequately prepared to host your SPIRAL student? If not please give details.

7. In which activities did the student(s) engage during their time in your school(tick all that apply) ?

7.a. If you selected Other, please specify:

8. Were there any activities in which you had expected students to participate but which they did not?

8.a. If you answered yes, please give details:

9. Did the students' level of language proficiency preclude their participation in any activities?

9.a. If you answered yes, please give details:

10. What do you think it was most important for students to learn from their time in your school?

11. What were your reasons for participating in the SPIRAL programme?

12. In terms of your reasons for participating in the SPIRAL programme, how successful was the visit on a scale of 1-6 (1 not at all successful, 6 extremely successful)?

13. On a scale of 1-6 (1= not at all and 6 extremely) how would you rate the following:

	1	2	3	4	5	6
Importance of including languages in your teaching?						
Importance of including multilingual awareness in your teaching?						
Importance of including cultural awareness is in your teaching						
Your confidence in including languages in your teaching						
Your confidence in including multilingual awareness in your teaching						
Your confidence in including cultural awareness is in your teaching						

14. What would you say was the most significant benefit of the visit and why?

15. What would you say was the most significant limitation of/disappointment with the visit and why?

16. Would you be prepared to host another student in the future?

17. Any other comments for the SPIRAL team

## Appendix 4: Questionnaire for Teacher Educators in HEIs

This short questionnaire aims to find out the views of teacher educators in our SPIRAL partner institutions. For more information about the SPIRAL project please see [here](#). Your responses will be seen only by the researchers and will not be revealed to anyone else.

1. Name:
2. Gender
3. Current job title:
4. Age:
5. Do you work mainly with primary trainee teachers?
6. Did you know that your institution is a partner in the SPIRAL project?
  - I didn't know
  - I've just recently found out
  - I've known for several weeks/months
7. How did you find out?
  - Have student teachers from your institution completed a short SPIRAL placement in another European country in the academic year 2015/16?
    - Yes
    - No
    - Don't know

8a If yes - How did you find out?

8. Do you think placements abroad should form part of teacher education programmes?

- Yes
- No
- Don't know

9. Should placements abroad form part of staff development programmes for teacher educators?

- Yes
- No
- Don't know

10. Reflecting on your own work with trainee-teachers, how do you rate the following? *1= not important 6= most important* Teacher education for primary teachers should address:

	1	2	3	4	5	6
- competence in developing awareness and understanding of other cultures	<input type="checkbox"/>					
- competence in developing awareness of other languages	<input type="checkbox"/>					

- competence in teaching a foreign language



11. Do you have key texts or resources you use/would recommend to support the development of awareness and understanding of diversity, different cultures and/or language learning? Please provide a brief description and any links or references.
12. What do you think would most enhance the competence of trainee-teachers to support awareness and understanding of other cultures in primary school?
13. What do you think would most enhance the competence of trainee teachers to support foreign language learning in primary school?
14. Do you think placements abroad should be accredited and contribute credit towards the trainee teacher's qualification? Why?
15. Any other comments

## Appendix 5: Student Post-placement Focus Group Protocol



Erasmus+

**SPIRAL**

*School-teacher Professionalisation:  
Intercultural Resources And Languages*



**University of Brighton**

SPIRAL Project Focus Group Protocol:

The aim of the focus groups within the SPIRAL programme is to collect qualitative data from participating students reflecting on their visit. The focus groups should take place within 2-6 weeks of the visit. The session should last about 60 minutes and be conducted in a suitable and quiet room away from other distractions.

The Participants:

The aim is to involve all (and a minimum of 4) SPIRAL project student participants from the partner institution in the focus group. Students should be aware that participating in the visits committed them to participating in the focus group.

The Facilitator:

The Facilitator should preferably not be the person who has been dealing with the students with regard to their visits. Although they may be a member of the SPIRAL team, they should not be too closely associated by the students with the organisation of the visits. If resources permit, it may be helpful to have an assistant to the facilitator whose role would be to observe, take notes, and ensure recording equipment is working.

The recording:

The focus group should be recorded on suitable equipment to allow good quality recording for subsequent transcribing. As a precaution it is recommended that the facilitator is familiar with the

recording equipment and two recorders are used in case of failure. It is the responsibility of the facilitator or named other member of the SPIRAL project team to keep recordings secure (on a password protected computer if electronic or locked draw if not) and deleted once transcribed. The transcription of the recording should anonymize participants by labelling them with a letter rather than their name.

Outline of the session:

Welcome: Introductions to participants, facilitator, assistant facilitator if present and students. Introduction to the session, topic, duration, recording, ground rules.

First questions: ensure everyone has a chance to contribute

Follow up questions

Summary and conclusion

Guidelines for the Facilitator:

Put the students at their ease, it may be helpful to offer refreshments. Make sure they are comfortable and that the seating arrangement is such that they are all equally close to the recording equipment. The first few moments are critical and the facilitator should set a welcoming and friendly tone.

A suggested introduction:

Welcome to this group discussion of the SPIRAL visits in which you have recently participated. My name is XXXXX and I am a member of the SPIRAL team here at XXXXX. (If assistant present: This is XXXXX who will be assisting me by observing, taking notes and checking the equipment is working ok)

I/We are recording the session because I/we don't want to miss any of your comments and it would be impossible to get everything down in writing. We will be on first name terms and we won't use any names in our reports. We want you to speak freely and can assure you of complete confidentiality, but because of the recording it is important that only one person speak at a time. The report of this discussion will be put with other reports from similar discussions in the other SPIRAL partners. We are interested in capturing a range of views so don't feel you have to agree with each other but be respectful and let others have their say.

You have already given us some useful information and feedback via questionnaire but we were keen to give you the opportunity for more open ended discussion to inform the project. So let's start by just going round and you can say your name and give a quick couple of sentence summary of your SPIRAL visit.

First questions:

How did you find out about the SPIRAL programme and why did you want to get involved?

If you were telling another student about the SPIRAL project what would you say? If they wanted to get involved in later visits how would you advise them?

What is the value (if any) for trainee teachers of experiencing other school systems than their own?

Follow up questions:

What were the positives and negatives of the SPIRAL visit in which you took part?

How does the SPIRAL visit relate to your teacher training course? Should visits such as the Spiral visit be (an accredited) part of your programme?

Has the SPIRAL visit influenced how you think about teaching?

Summary and conclusion

If you were in charge what would you do to improve the SPIRAL programme?

Of all the things we have discussed, what do you think is the most important?

## Appendix 6: England follow up post mobility survey 1 year on

Remember you SPIRAL funded mobility period abroad in 2016/17? We are delighted you agreed to participate and now need you to help us by reflecting on this mobility experience approximately one year later. Your answers will provide essential data for us, but will only be read by SPIRAL researchers and will not be shared with anyone else.

1.Name:

2.Email:

Please enter a valid email address.

3.Gender: *Required*

Male

Female

Prefer not answer

4.Age: *Required*

Your answer should be no more than 2 characters long.

5.Nacionality(ies): *Required*

6.Nacionality(ies) of parents: *Required*

7.What are the most significant memories you have now of your SPIRAL mobility experience? *Required*

8.What is your employment status at the moment? *Required*

9.If you are currently employed as a teacher, please describe what type of school you are working in stating the age range taught and any special features (eg. special needs, bilingual teaching...) *Required*

10.Do you think your SPIRAL experience played a role in your appointment?

Yes

No

Not sure

11. Has the SPIRAL mobility experience impacted on your ability to include languages in your teaching? Can you say how? *Required*

12. Do you think your SPIRAL mobility period had any impact in your pedagogy? If yes, can you say how?

13. Has the mobility period had any impact on your intercultural awareness? If yes, please give an example. *Required*

14. Do you keep in touch with anybody from the school where you were placed during your mobility period? *Required*

Yes, with the headteacher of the school I was placed in.

Yes, with the head of the department I was placed in.

Yes, with a teacher that was responsible for helping me during my placement.

Yes, with a colleague that I met during the placement.

No, but I have tried to get in touch.

No, I had initially but there isn't much contact now.

No, I haven't tried to get in touch.

15. Do you think the SPIRAL mobility period has had a positive impact in your career development? *Required*

16. If you replied "yes" to the previous question, can you please give an example of how the mobility period has impacted on your career development? *Required*

17. In your opinion, should an experience like this be formalized as part of teacher education programmes? *Required*

Yes

No

Other

a. If you selected "other", please specify here your answer.

Thank you for your participation in SPIRAL.

Key for selection options

15 - Do you think the SPIRAL mobility period has had a positive impact in your career development?

Yes  
No  
Maybe

## Appendix 7: Chi Squared test on pre and post placement student questionnaires.

The chi-square statistic and  $p$ -value appear beneath the table.

Pre and post importance of including languages

Results						
	1-3	4	5	6		Row Totals
Pre	9 (7.36) [0.36]	5 (5.79) [0.11]	27 (20.51) [2.05]	40 (47.34) [1.14]		81
Post	5 (6.64) [0.40]	6 (5.21) [0.12]	12 (18.49) [2.28]	50 (42.66) [1.26]		73
Column Totals	14	11	39	90		154 (Grand Total)

The chi-square statistic is 7.7194. The  $p$ -value is .052182.

Pre and post importance of including multilingual awareness

Results						
	1-3	4	5	6		Row Totals
Pre	5 (4.73) [0.01]	13 (10.52) [0.58]	35 (28.40) [1.53]	28 (37.34) [2.34]		81
Post	4 (4.27) [0.02]	7 (9.48) [0.65]	19 (25.60) [1.70]	43 (33.66) [2.59]		73
Column Totals	9	20	54	71		154 (Grand Total)

The chi-square statistic is 9.4307. The  $p$ -value is .02408.

Pre and post importance of including cultural awareness

Results						
	1-3	4	5	6		Row Totals
Pre	1 (1.58) [0.21]	6 (6.31) [0.02]	28 (23.67) [0.79]	46 (49.44) [0.24]		81
Post	2 (1.42) [0.23]	6 (5.69) [0.02]	17 (21.33) [0.88]	48 (44.56) [0.27]		73
Column Totals	3	12	45	94		154 (Grand Total)

The chi-square statistic is 2.6564. The  $p$ -value is .447695.

Pre and post confidence in including languages

Results						
	1-3	4	5	6		Row Totals
Pre	18 (13.07) [1.86]	25 (24.58) [0.01]	25 (28.24) [0.37]	12 (14.12) [0.32]		80
Post	7 (11.93) [2.04]	22 (22.42) [0.01]	29 (25.76) [0.41]	15 (12.88) [0.35]		73
Column Totals	25	47	54	27		153 (Grand Total)

The chi-square statistic is 5.3521. The  $p$ -value is .14776.

Pre and post confidence including multilingual awareness

Results						
	1-3	4	5	6		Row Totals
Pre	21 (16.48) [1.24]	24 (23.87) [0.00]	24 (26.14) [0.18]	10 (12.50) [0.50]		79
Post	8 (12.52) [1.63]	18 (18.13) [0.00]	22 (19.86) [0.23]	12 (9.50) [0.66]		60
Column Totals	29	42	46	22		139 (Grand Total)

The chi-square statistic is 4.4393. The  $p$ -value is .217766.

Pre and post confidence in including cultural awareness

Results						
	1-3	4	5	6		Row Totals
Pre	13 (10.29) [0.72]	21 (20.00) [0.05]	30 (32.00) [0.12]	16 (17.71) [0.17]		80
Post	5 (7.71) [0.96]	14 (15.00) [0.07]	26 (24.00) [0.17]	15 (13.29) [0.22]		60
Column Totals	18	35	56	31		140 (Grand Total)

The chi-square statistic is 2.4667. The  $p$ -value is .481334.