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Control of the level of linguistic competence as part of the procedure for recruitment of non-native speaker teaching and educational support staff

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CONTROL OF THE LEVEL OF LINGUISTIC COMPETENCE AS PART OF THE PROCEDURE FOR RECRUITMENT OF NON-NATIVE SPEAKER TEACHING AND EDUCATIONAL SUPPORT STAFF

I. INTRODUCTION

Following the announcement of English-speaking countries that they could no longer second all the requested teachers and the desire to have more equitable sharing among Member States, the responsibility of seconding teachers to the Board of Governors was undertaken in 2009 to open up a "structural measure" to non-English speaking countries - the possibility of seconding bilingual teachers or "near native speakers" to teach certain subjects.

It was in fact the formalisation of a phenomenon that has existed for a long time, which is also limited neither to the English language, nor to the only subjects taught in a foreign language and which has grown remarkably since then.

The introduction of rules relating to checking the level of language skills in cases of secondment there, or the local recruitment of teachers who are not native speakers, is a necessity. However, the appointment of a non-native speaker should remain a pragmatic and exceptional answer to a scarcity situation.

II. DEFINITION OF 'PROFILE POSTS' AND OF THE LANGUAGE LEVEL REQUIRED

If Directors are not certain that the posts created will be filled by native speakers, they will produce a description of the pedagogical situation of the classes to be taught and of the linguistic profile required. As a result, such posts can be referred to as 'profile posts'.

The Directors draw up the profile of the posts sought.

On the other hand, the language level defined in this document should be considered to be one of the essential prerequisites to be able to apply for such a post, the other being pedagogical competence. Since assessment of pedagogical competence is common to all teachers as part of the different recruitment procedures, it is not the subject of this document.

The definition of the language level required follows the Common European framework of reference for languages developed by the Council of Europe.

A) Posts of (Principal) Educational Adviser – (P)EA:

(P)EAs normally have to deal with linguistically mixed groups of pupils and therefore find themselves in a particular situation. To meet the requirements they will need to:

- have very good listening, reading and speaking skills in the language which is predominant in the school (normally the language of the country) and good listening, reading and speaking skills in, at least one additional language, either in German, English or French.
- be capable of writing more or less standard letters to parents, of handling contacts by telephone and of conducting pedagogical discussions with pupils, parents and teachers in these languages.

Details of their work situation and of the linguistic profile sought must be given by the directorate. The language level required is defined as follows:

Priority languages required for the post: priority 1 (P1) and priority 2 (P2)

	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	Writing
P1	C 1	C 1	C 1	C 1	C 1
P2	B 2	B 2	B 2	B 2	B 2

B) Teachers of the subjects ‘Art’, ‘Music’ and ‘Physical Education’ often have to deal with multilingual situations in a single class. The medium of instruction is either the language of the country or one of the three languages German, English or French. Details of their work situation and of the linguistic profile sought must be given by the school’s directorate. As a result, they must have a command of the technical vocabulary of their subject in the language or languages of tuition at level C1 and be capable of satisfying themselves that their pupils have correctly understood their instructions.

Their required level in the language(s) of tuition is as follows:

Priority languages required for the post: priority 1 (P1) and priority 2 (P2)

	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	Writing
P1	C 1	C 1	C 1	C 1	C 1
(P2)	(C 1)	(C 1)	(C 1)	(C 1)	(C 1)

C) Non-native speaker teachers of Mathematics, Science Subjects and Economics must have a command of the language in which the subject has to be taught at the highest level (C2). Having studied partly in or having had work experience in one of the countries of the language of tuition is an asset.

Level required in the language of tuition of the subject: C2

	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	Writing
Language of tuition of the subject	C 2	C 2	C 2	C 2	C 2

D) Non-native speakers of foreign languages (L2, L3, L4) and of History and Geography

Non-native speakers of foreign languages (L2, L3, L4) must have a command of the language to be taught, together with knowledge and some cultural experience, both of which are essential for the teaching of a language, at the highest level (C2). Teachers of History and Geography must have a command of the language used to teach, and of the specialist terminology of the subject in that language, at the highest level (C2). They are the linguistic benchmark for their pupils.

	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	Writing
L 2, 3, 4	C 2	C 2	C 2	C 2	C 2
Language for the teaching of History and Geography	C 2	C 2	C 2	C 2	C 2

E) In the case of other subjects and pedagogical situations which may arise occasionally, such as for Latin, Ancient Greek and Sociology or for a Laboratory course, which are also sometimes taught to groups of pupils from different language sections, the rules mentioned in this document are applicable by analogy and appropriately.

III. OBLIGATIONS OF COUNTRIES WHICH SECOND NON-NATIVE SPEAKER TEACHERS

Countries proposing to take on one of their “job positions” will, through official certification by an independent certifying body, ensure that their candidate meets not only the requirements to teach this language (as defined in this document and described in the Common European Framework of Reference for Languages established by the Council of Europe), but also meets the needs described by the job position advertised by the school management.



IV. OBLIGATION FOR DIRECTORS WHO RECRUIT NON-NATIVE SPEAKER TEACHERS

Directors proposing to recruit someone for one of their “job positions” will, through official certification by an independent certifying body, ensure that their candidate meets not only the requirements to teach this language (as defined in this document and described in the Common European Framework of Reference for Languages established by the Council of Europe), but also meets the needs described in the job position advertised by the school management.

V. TIME FRAME

It is important to inform as soon as possible the countries prepared to fill such seconded posts of the posts which are available. The schools, for their part, need to know by the end of January at the latest whether or not a post will in the end actually be held by a seconded teacher. A summary list of these posts will be published in autumn at the end of the Schools Admin Board cycle.

To that end, details should be given at the December meeting of the Board of Governors of the posts which will not be held by native speakers and of the country which has offered to fill such and such a post.

If by the end of January the schools have not received information about the appointment, they will be able to appoint a locally recruited teacher for the year to ensure the school's smooth operation.

They will duly inform the authorities of the country which had signalled its intention to fill the post in question, and also the Office of the Secretary-General.

The teachers will need to be appointed by the deadline set, so that they have time to settle at their place of employment before the beginning of the school year and to be present on the day on which teachers report for duty at the beginning of the new school year (normally the day before the first day of the new school year on which pupils return after the summer holidays).