

## A Challenge for Technical Profesional Education

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Teaching is a challenging profession. In 2022, I became one of the new English teachers in a Technical Profesional (TP) high school, which meant carrying the full weight of more experienced colleagues' expectations as well as the principal's team's expectations, who encouraged us to innovate in our teaching practices. The aim of Oscar Moser TP high school is not just to innovate in our own subjects, but to merge the different modules from the Technical Profesional majors and regular subjects into multidisciplinary projects through the high-performance cycles of the *ETHAZI Model*<sup>1</sup>. This forced us teachers to reinterpret the mechanics of learning and rethink the current education model in order to create challenge-based learning scenarios in which students have the possibility to experience real-world complexities related to their TP majors while achieving subject, module, and transversal learning outcomes.

That situation provided me, as an English teacher, with the opportunity and courage to venture into Content and Language Integrated Learning (CLIL), enabling me to teach a specific module in English in close cooperation with a TP major colleague to work together on planning, designing teaching material, and implementing this approach. The university provided me with knowledge about CLIL, though not full experience, on how to proceed from now on. Fortunately, during that same year, I got the chance to pursue a post-degree in Challenge-based Education sponsored by the high school I work at, as well as a "CLIL approach" course sponsored by the Ministry of Education. However, it was a challenging journey as I had to balance regular classes, learn module contents, study for the course, and analyze study programs in a short span of time. Despite the stress and anxiety, my colleagues and I established common goals, learning outcomes, and strategies, which were handled through weekly meetings to work on, planning and reviewing teaching materials, and sharing classroom experiences.

The challenge began by creating and activating student teams through various activities to help them bond. Then, a fictional scenario was introduced in which they pretended to be a team of chefs from a prestigious intercultural restaurant aiming to create an attractive intercultural digital gourmet menu, that targeted tourists and travelers as the main consumers.

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<sup>1</sup>ETHAZI model is mainly used in Vocational Education.

To achieve this, they had to include certain ingredients in English, Spanish, and Mapudungun languages. Each team had to go through a process of learning and researching specific vocabulary in the three different languages to finally complete the task.

In the end, it was a demanding process not just for us teachers who stepped out of our comfort zone and struggled to do our best without enough free or paid time, but also for the students we were with. Never in my short career have I seen teams of students so focused on their tasks while feeling a real sense of purpose in what they were doing. They seemed eager to do more during the challenge and proud of themselves at the end of it. This taught me about the many things that I couldn't foresee in my planning and how students were able to go far beyond what our rubrics were able to assess. This experience is a piece of powerful evidence that CLIL combined with Challenge-Based Learning might be the answer to what TP students need.