Welcome to the ECML

Promoting excellence in language education since 1995

EUROPEAN CENTRE FOR MODERN LANGUAGES
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution
Innovationsimpulse in der Sprachenbildung: Kontexte und Kompetenzen im Wandel

Pluriliteracies Teaching for Deeper Learning

Or

PTDL

Training and Consultancy

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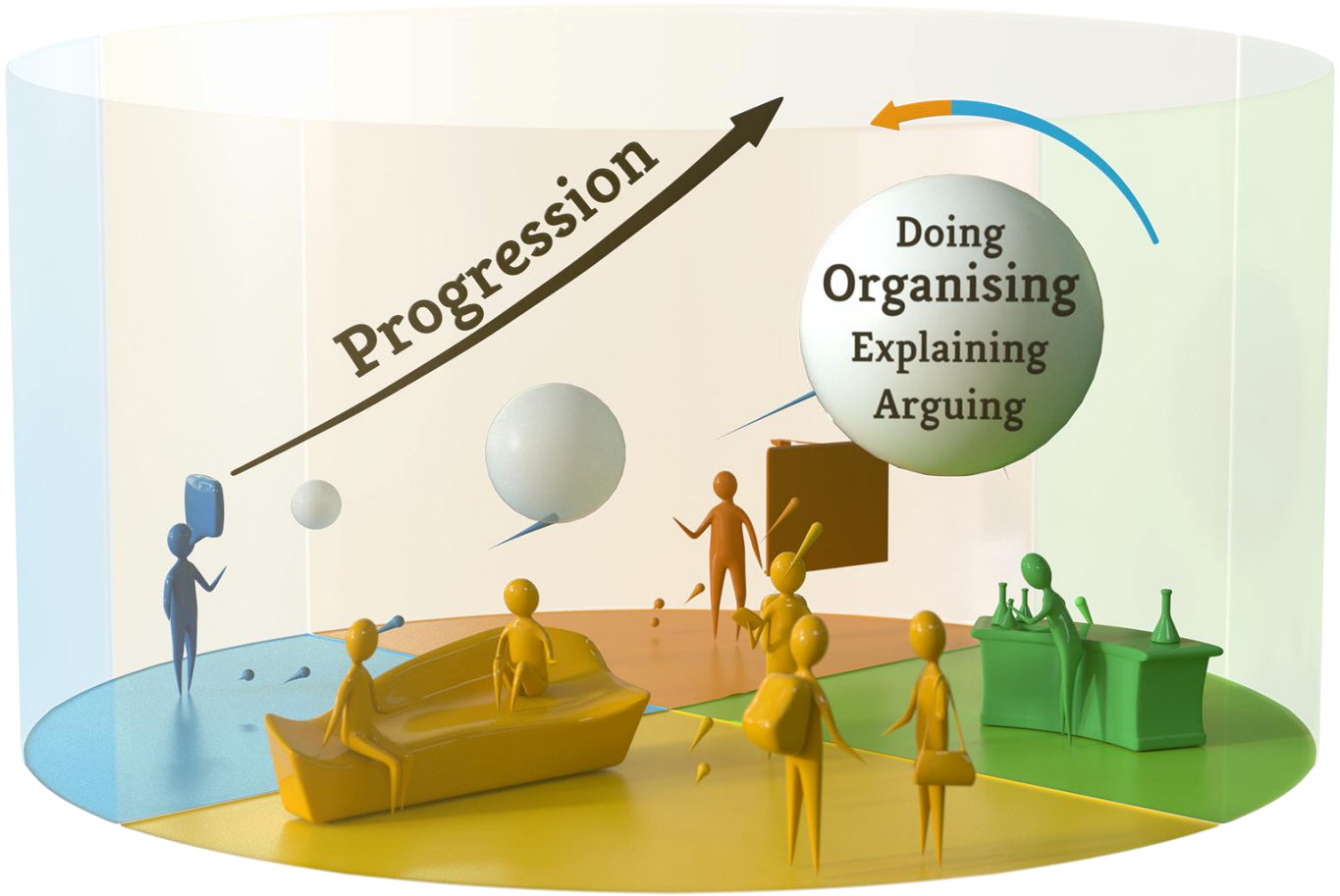
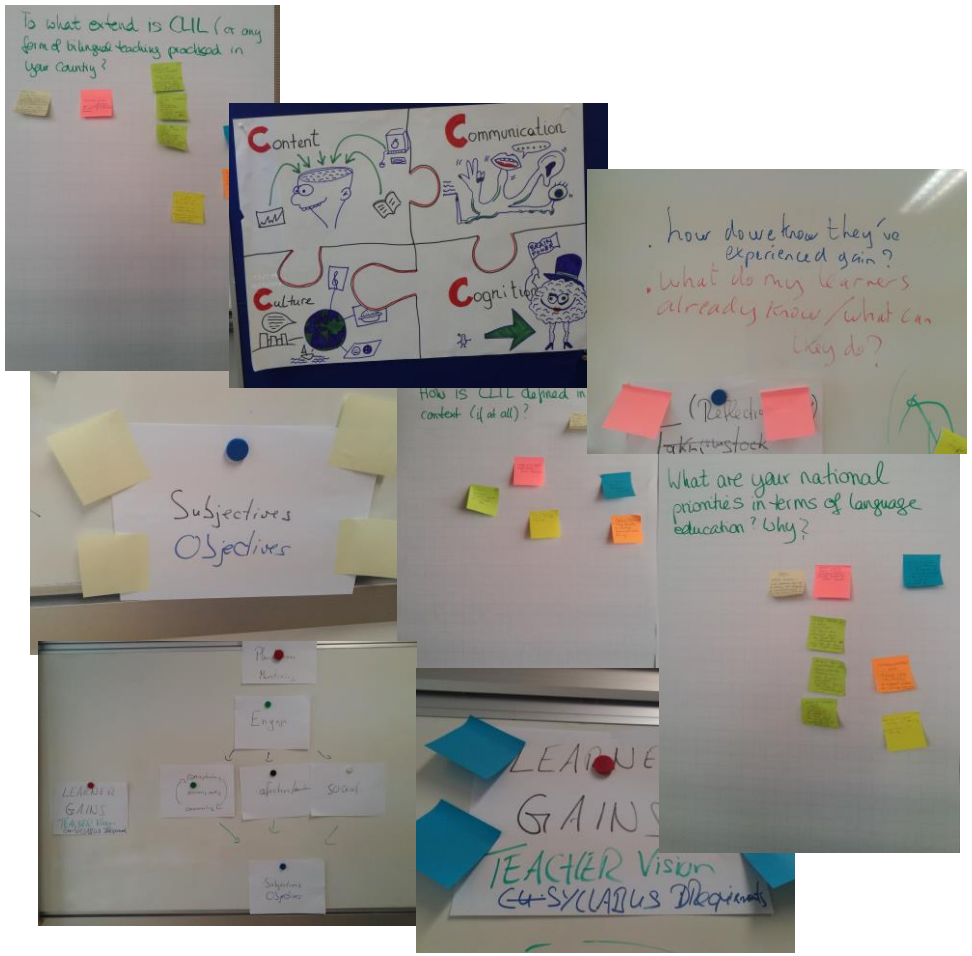

Progression
Doing
Organising
Explaining
Arguing

Pluriliteracies Teaching for Deeper Learning

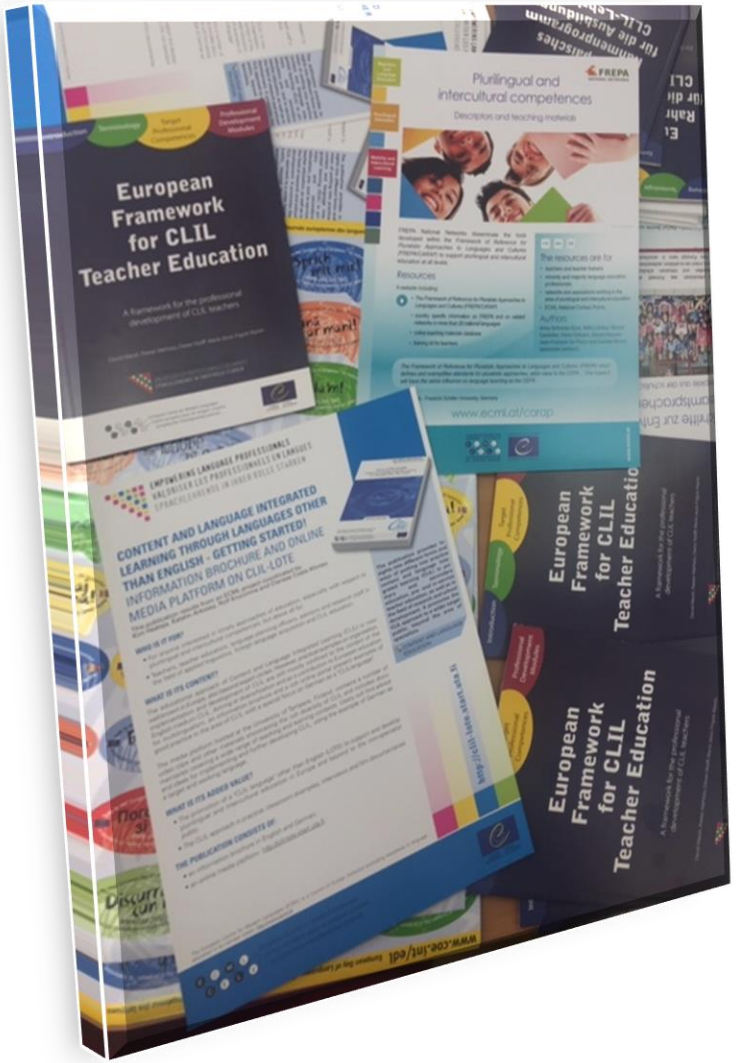
- Pluriliteracies Teaching for Deeper Learning (PTDL) shows teachers and materials developers ways of fostering deep learning by paying attention to the development of students‘ subject specific literacies as well as their conceptual understanding and automatization of subject-specific procedures, skills and strategies. By communicating about their evolving understanding in increasingly sophisticated ways, students internalize these understandings and ways of acting and thinking. PTDL not only makes the links between content and language learning visible, but it also shows how teachers can create learning trajectories taking students’ current abilities as a starting point, and tracing their progress along the learning pathway

The Graz Pluriliteracies Group

- Frederic Taveau, Dunja Chamberlain, Susanne Staschen, Kevin Schuck, Oliver Meyer, Do Coyle, Letizia Cinganotto



What can you expect ?



An introduction to the ECML and all of the possibilities for *Training & Consultancy, Projects* and other resources. Information including all of the services they can provide.

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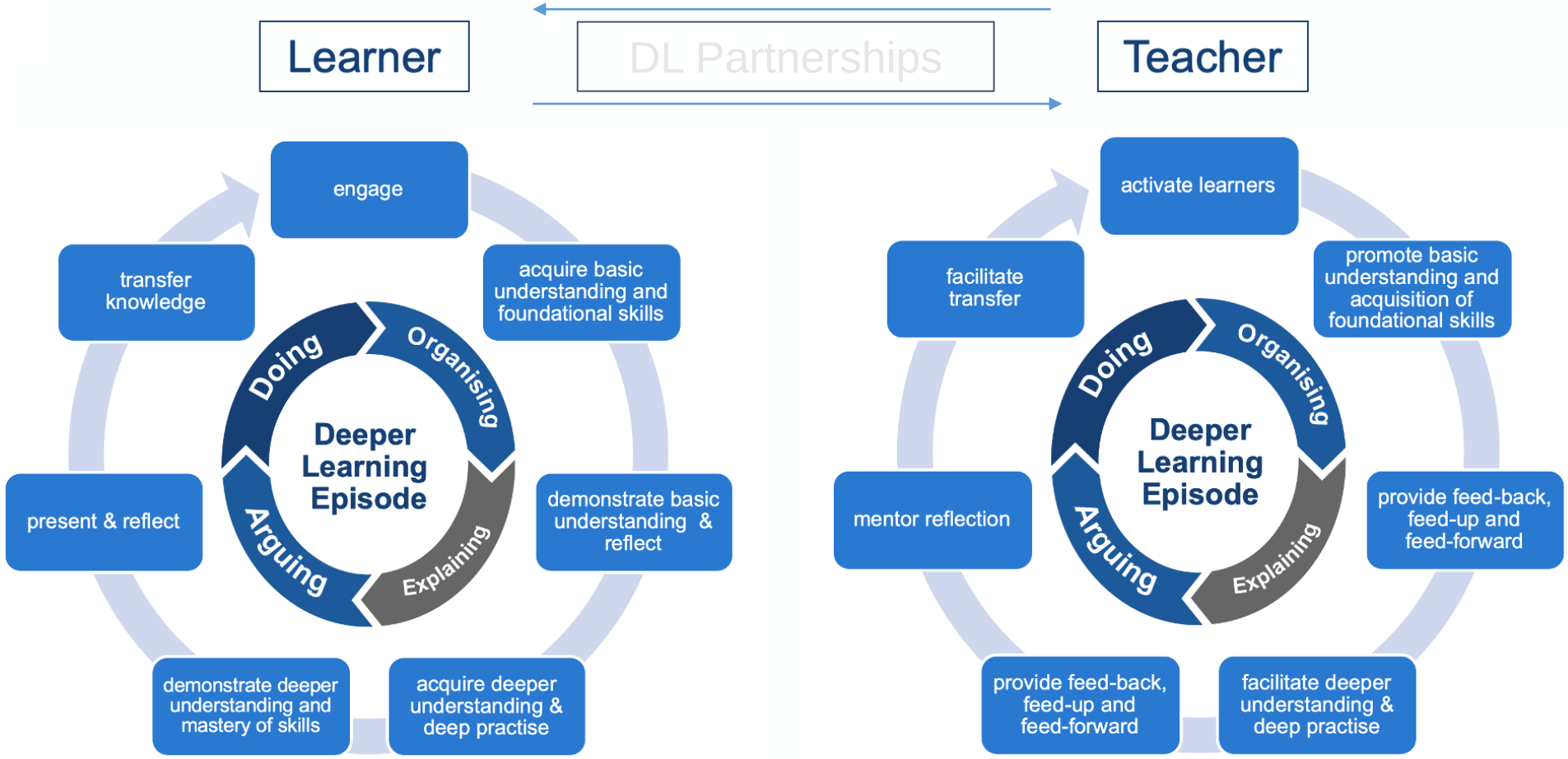
PTDL TAC events

Course participants will be involved in presentations, activities and tasks guided by experts and learn:

- why a ***focus on subject or disciplinary literacies*** is key to promoting deeper learning in and beyond their CLIL classrooms
- about the ***mechanics, the drivers and trajectories of deeper learning***
- how to use the PTDL guiding questions to design ***Deeper Learning Episodes*** for your classrooms.
- how to enrich conventional tasks by incorporating and applying the principles of ***task alignment*** in order to increase ***task fidelity and personal relevance***
- how to ***mentor learning and personal growth*** through progression with formative and summative assessment


Learner
DL Partnerships
Teacher
engage
acquire basic understanding and foundational skills
demonstrate basic understanding & reflect
acquire deeper understanding & deep practise
demonstrate deeper understanding and mastery of skills
present & reflect
transfer knowledge
Doing
Organising
Explaining
Arguing
Deeper Learning Episode
activate learners
promote basic understanding and acquisition of foundational skills
provide feed-back, feed-up and feed-forward
facilitate deeper understanding & deep practise
provide feed-back, feed-up and feed-forward
mentor reflection
facilitate transfer
Doing
Organising
Explaining
Arguing
Deeper Learning Episode

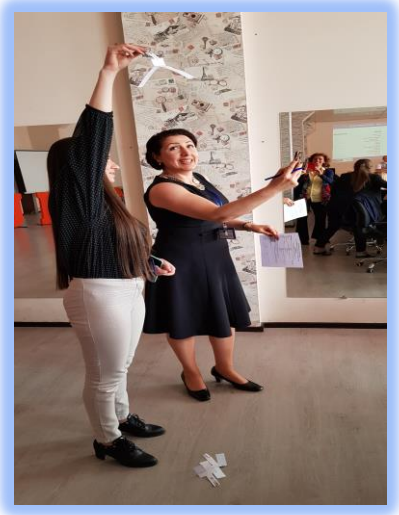
Investigating the implications of deeper learning and how it
empowers learners.

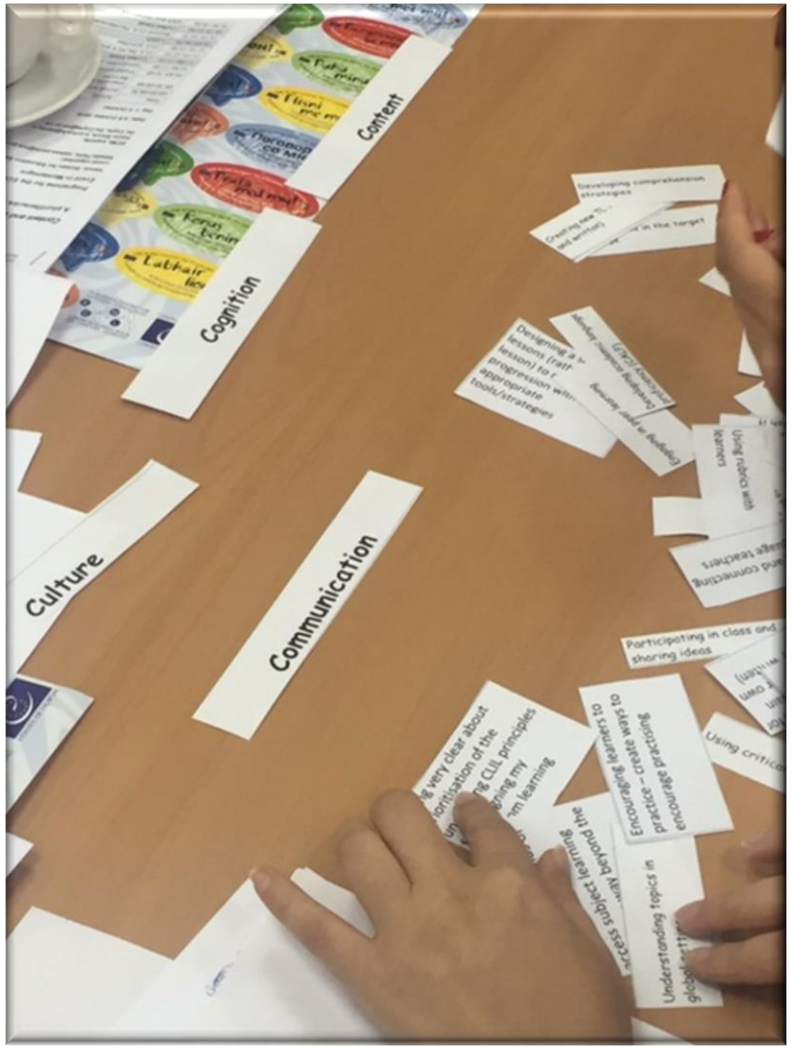
Brainstorming and sharing ideas to support learner progression.

Providing, Sharing ideas, materials and resources

Using a range of techniques to enable students to construct & demonstrate deeper subject understanding across languages and cultures in a wide variety of analogue and digital modes.

Taking part in different experiments to see the impact of PTDL on learners
of all age groups and levels

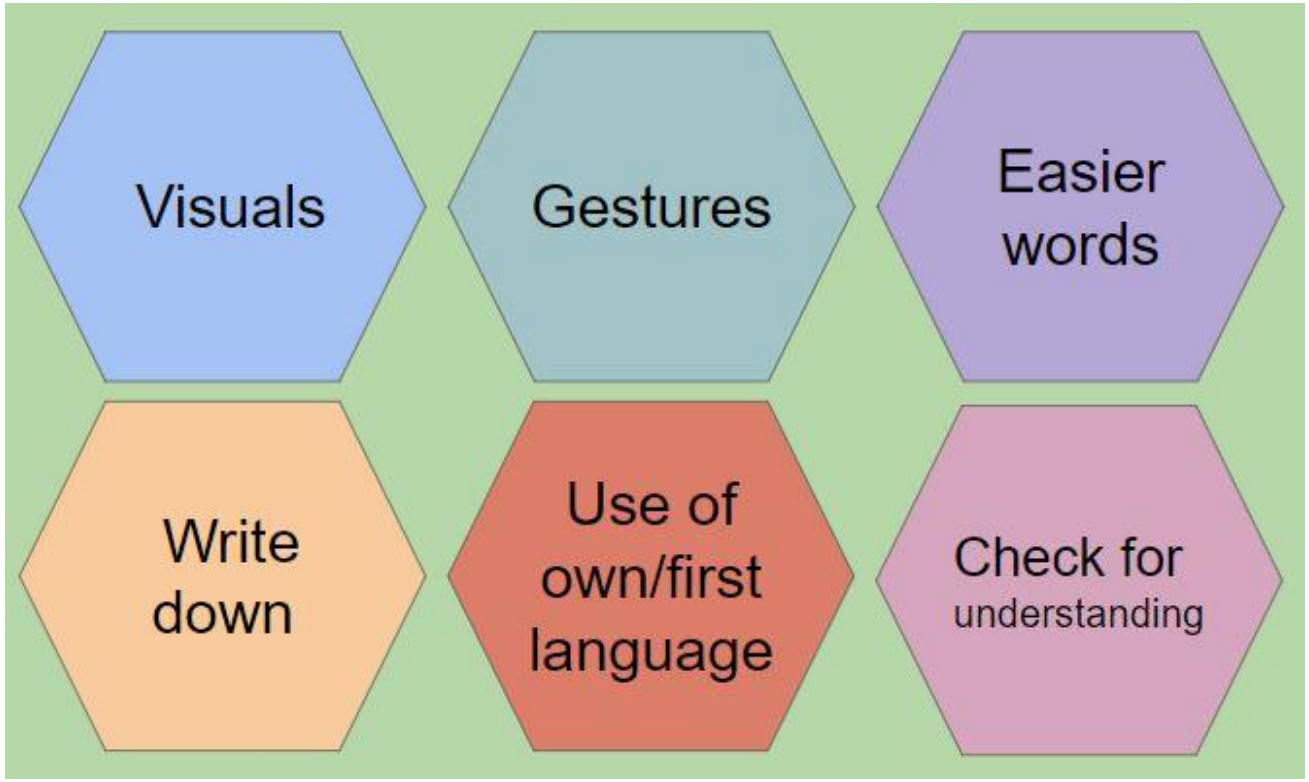




PTDL requires a
Growth Mindset
in your learners
and you

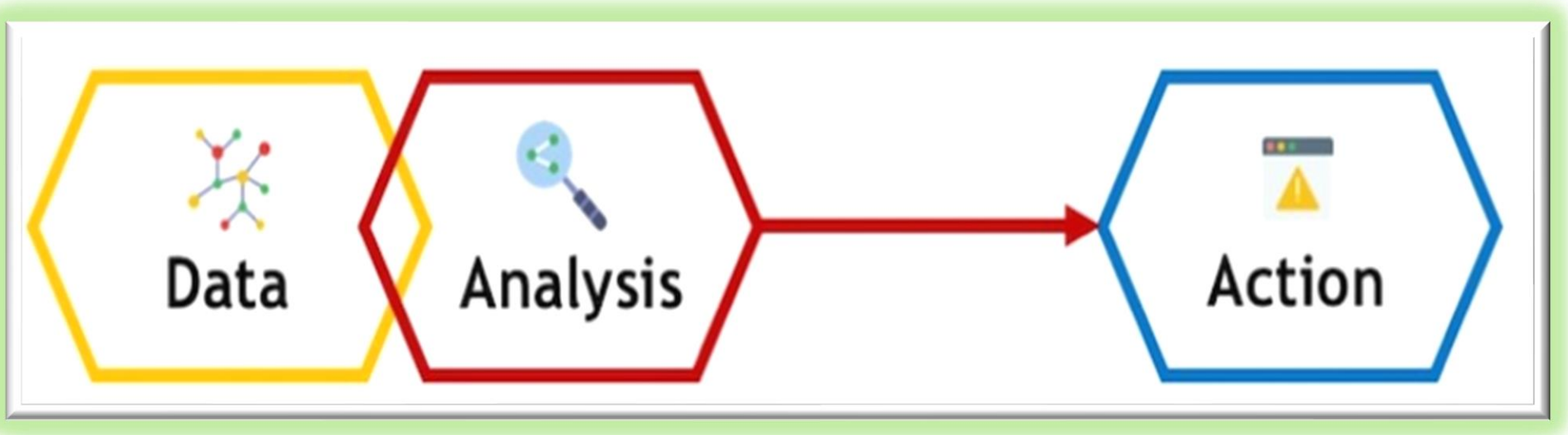
Challenging your ideas about teaching and learning

What helps our students to better understand?



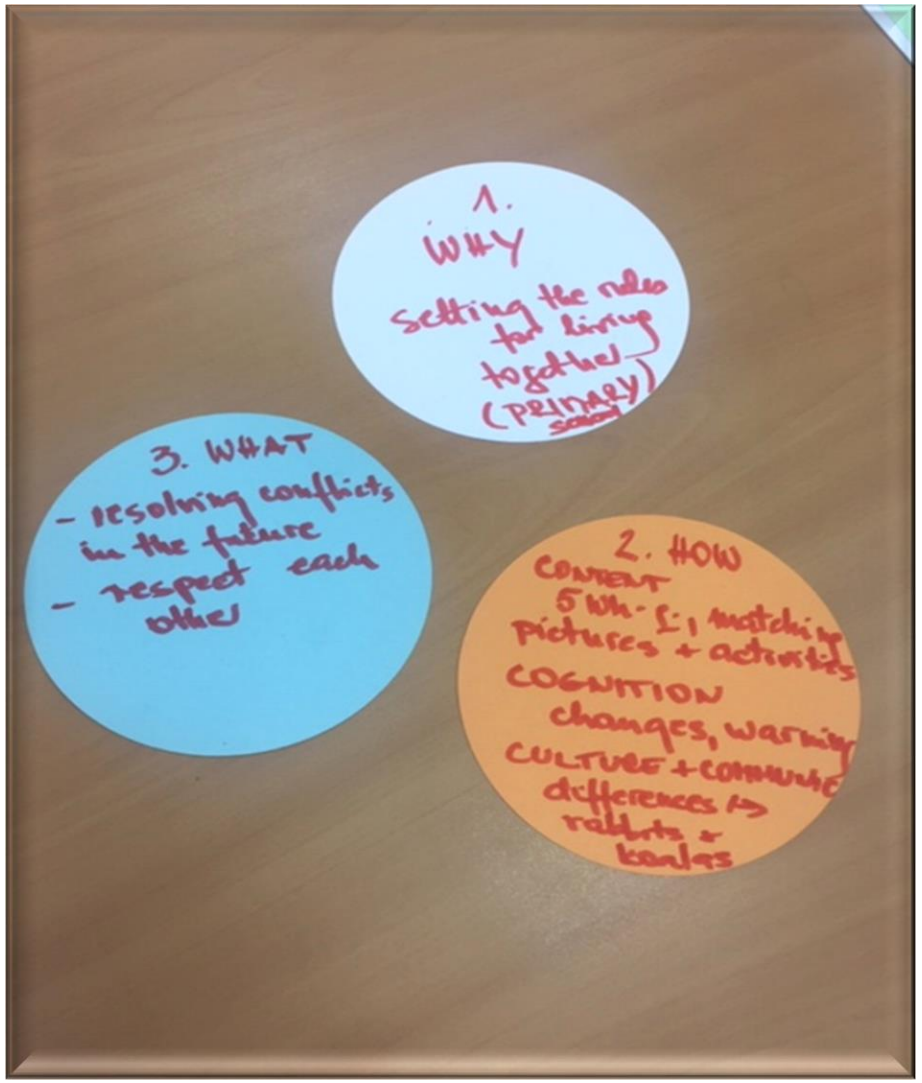
Looking at actual student feedback and products:

Best-practice examples to empower educators to re-evaluate and improve their teaching.



Looking at actual data analysis

to evaluate which practices have added-value.



What you say makes a difference!

TAC Events 2021

Your application should include information about:

1. **Who is the target audience** (i.e.level of experience)?
2. **Why have you applied** (i.e. expectations, outcomes)?
3. **What are the most important challenges for multilingual education in your context** (i.e. national curriculum, language, technology, mindset, teaching context, competency)?
4. TAC team co-ordinator

– k.schuck.penta.nl@gmail.com

A support website provided by the ECML and the experts.

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