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## Participant's report to the National Nominating Authority and the National Contact Point

### Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report<sup>1</sup> in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

### The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat ([Erika.komon@ecml.at](mailto:Erika.komon@ecml.at))

within the given deadline.

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

## 1. Reporting

Name of the workshop participant	Afrodita Davko
Institution	Bureau for Development of Education
E-mail address	adavko@yahoo.com
Title of ECML project	“Towards a Common European Framework of Reference for Language Teachers”
ECML project website	<a href="http://www.ecml.at">www.ecml.at</a>
Date of the event	3-4 October, 2018, Graz, Austria
Brief summary of the content of the workshop	<p>The workshop “Towards a Common European Framework of Reference for Language Teachers” has covered different aspects concerning language teacher education and development with a specific purpose for defining the competences of language teachers and language-related competences needed for teaching other subjects. In that manner, an analysis of the user guide for existing competence frameworks was performed in terms of finding specific information from various tools related to teacher education and development. Furthermore, examples of given instruments that are already in use were practised and eventually an overview of teacher competences and professional learning opportunities was provided. The “Overview of Teacher Competences for Languages in Education” which was structured in five dimensions was detailedly examined by all the participants in order to understand the competence descriptors and develop and relate them with explanatory comments and generic examples that are missing. Its main purpose was to determine which descriptors are of key importance for the purpose of development of future frameworks of teacher competences related to language education. This project aims at enhancing teacher competences related to the five dimensions in terms of language teacher education and continuing professional development.</p>
What did you find particularly useful?	<p>The workshop was particularly focused on acquiring knowledge in teacher competences and having the opportunity to give a contribution to improve the given instrument. It enabled the participants to have a different approach in the wide area of various fields and domains, where they were actively engaged in providing suggestions</p>

	<p>for further development. The acquired knowledge from the workshop was particularly useful in terms of cooperation as well as the experience shared among the participants.</p>
How will you use what you learnt / developed in the event in your professional context?	By implementing it within the field of Continuing Professional Development.
How will you further contribute to the project?	By giving a contribution in that domain, cooperation with teachers, and addressing all the relevant stakeholders in the process.
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	<ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> </ul>

<b>2. Public information</b>
<p>Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).</p>
<p>Работилницата <u>“Towards a Common European Framework of Reference for Language Teachers”</u> е примарно насочена кон подобрување и поттикнување на континуиран професионален развој на наставниците кои предаваат јазици преку тестирање и дефинирање на наставничките компетенции. На тој начин, ќе се истакне суштинската улога која наставниците ја играат во обезбедување иновативно и високо квалитетно образование за нивните ученици.</p> <p>Во таа насока, каталогот кој ги содржи постоечките клучни инструменти и публикации кои опишуваат различни димензии (знаење, вештини, ставови и вредности) на наставниците кои предаваат јазици во мноштво области е појдовната точка. Тука се содржани лингвистички и металингвистички компетенции, методологија во училища, плурилингвални и интеркултурни компетенции, покрај останатите. Главниот фокус е на наставниците во сите последователни фази од нивната кариера и вклученоста во различни области на јазичното образование.</p> <p>Понудената драфт верзија на документот “An Overview of Teacher Competences for Languages in Education” има за цел да ги опише компетенциите на наставниците кои предаваат јазици, како и компетенциите кои се однесуваат на јазикот потребни за предавање и други предмети. Во тој контекст, се анализираа сите понудени компетенции, со цел да се разменат искуства меѓу учесниците, да се дефинираат клучните компетенции и да се применат согласно европските текови. Земајќи предвид дека во различни држави се применуваат различни пристапи за поставување јасни очекувања од наставниците, за нивниот професионалниот и кариерен развој целта е компетенциите да бидат универзални и превенствено да придонесат кон квалитетна воспитно-образовна работа на наставниците и повисоки постигања на учениците.</p>