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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	<b>Đenana Gološ</b>
Institution	<b>Federal Ministry of Education and Science</b>
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Title of ECML project	<b>Towards a Common European Framework of Reference for Language Teachers</b>
ECML project website	<a href="http://www.ecml.at/teachercompetences">www.ecml.at/teachercompetences</a>
Date of the event	<b>3-4 October 2018</b>
Brief summary of the content of the workshop	During the 2-day workshop, on 3-4 October 2018, we discussed and worked on the project's user guide to teacher competence frameworks and instruments and had practice examples of instruments in use. We overviewed teacher competences and professional learning opportunities. We discussed and worked on 5 dimensions of teacher competences for language in education (1-Professional values and principles; 2-The subjects; 3-Pedagogy; 4-Cooperation with stakeholders; 5-Teacher education and lifelong professional development).
What did you find particularly useful?	-familiarising myself with instruments that describe language teacher competences and finding potentially useful information that can be used in creating programs aimed at strengthening teacher competences in preschool, primary and secondary school education
How will you use what you learnt / developed in the event in your professional context?	I will use what I have learnt in cooperation with stakeholders, teachers, educational authorities and educational institutions. Also, while creating the program <i>Supporting professional development and lifelong learning of teachers in preschool, primary and secondary school education</i> , I will take into consideration what I learnt at the workshops in order to develop teacher competences in line with current trends and make the teachers familiar with this project.
How will you further contribute to the project?	-Stay up to date with the project activities and try to take part in further activities relating the project.

<p><b>How do you plan to disseminate the project?</b></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>- other (use some project activities in creating criteria for programs related to supporting professional development and lifelong learning of teachers)</li> </ul>
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**2. Public information**

**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.).**

U sjedištu Evropskog centra za savremene jezike (ECML) u Grazu, Austrija, u periodu od 03. do 04. oktobra 2018. godine, održana je radionica pod nazivom „Ka Zajedničkom evropskom referentnom okviru za nastavnike jezika” pod pokroviteljstvom Vijeća Evrope. Evropski centar za savremene jezike (ECML) okupio je 33 predstavnika zemalja članica ECML-a, uglavnom edukatore nastavnika jezika, osobe koje učestvuju u izradi kurikuluma, osoblje odgovorno za profesionalni razvoj nastavnika, obrazovne inspektore, te nastavnike jezika, kao i nastavnike drugih, nejezičkih predmeta. Na ovoj radionici se raspravljalo o instrumentima koji opisuju kompetencije nastavnika jezika s primjerima prakse i nacrtu priručnika za kompetencije nastavnika jezika.

Pored Bosne i Hercegovine, učestvovala su sljedeće zemlje: Albanija, Andora, Armenija, Austrija, Belgija, Bugarska, Crna Gora, Češka Republika, Danska, Estonija, Finska, Francuska, Grčka, Holandija, Hrvatska, Irska, Island, Kanada, Kipar, Latvija, Litvanija, Luksemburg, Makedonija, Norveška, Nizozemska, Njemačka, Poljska, Rumunija, Slovačka, Slovenija, Španija, Švedska, Švicarska, Velika Britanija.

Cilj projekta je unaprijediti obrazovanje i razvoj nastavnika jezika ispitivanjem i definiranjem jezičnih kompetencija podučavanja. To će istaknuti ključni dio koji nastavnici igraju u osiguravanju inovativnog, visoko kvalitetnog obrazovanja u području jezika za svoje učenike.

Polazna tačka bit će katalog postojećih ključnih instrumenata i publikacija koji opisuju različite dimenzije (znanja, vještine, stavovi i vrijednosti) kompetencija nastavnika jezika na različitim područjima. To uključuje jezične i metalingvističke kompetencije, metodologiju rada u učionici, kao i višejezične i interkulturalne kompetencije. Fokus je na nastavnicima u uzlaznim fazama njihove karijere i uključenim u različita područja jezičnog obrazovanja.