

EOL project management

MESO – For school principals

How to manage schools in order to develop learning environments where modern languages flourish

	Diagnosis	Period 1 Sharing main educational issues	Period 2 Formalising a whole school language plan	Period 3 Empowering staff	Prospective
→ Developing a communication plan					
	<i>Identifying strengths & needs of the school</i>	<i>Working on a strong & common cultural message</i>	<i>Defining the framework for action and cooperation</i>	<i>Valuing individual initiatives and innovation on languages</i>	<i>Making achievements sustainable</i>
CULTURE - values, legislation - languages - content & subjects - projects, goals, etc. - school's history - school's reputation - research programme	What are the cultural needs of the school community? How can its linguistic diversity be valued?				What can be labelled as the school's identity?
STRUCTURE - spaces, architecture - schedule, timetables, etc. - tools & equipment - financial resources - environment	How can existing tools, deadlines, schedule, rooms, equipment, material, etc. be used or adapted to the needs of learners?				What could be transferable to other schools and contexts?
STAKEHOLDERS - users (students, parents) - professionals (teachers, school principals, inspectors) - school community - decision makers	Which cooperation within the school community and with partners abroad can support your plan?				Which networks and network levels can be exploited?
→ Developing a funding plan					
REFLEXIVE DIMENSION How does EOL impact on your management and the professional culture in the school?					

This is an output of the project "Learning environments where modern languages flourish" (2016-2019) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states.

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EOL project management

MICRO – For Teachers

How to manage a project leading to learning environments where modern languages flourish

	Diagnosis	Period 1 Sharing main educational issues	Period 2 Formalising a cross-subject language plan	Period 3 Empowering students	Prospective
→ Developing a communication plan					
	<i>Identifying learners' strengths & needs</i>	<i>Working with students and their teachers on a motivating & innovative project</i>	<i>Defining the framework for action and cooperation within and outside (language) classrooms</i>	<i>Valuing students' initiatives</i>	<i>Making achievements sustainable</i>
CULTURE - values, legislation - languages - content & subjects - projects, goals, etc. - school's history - school's reputation - research programme	What are the cultural needs of the students? How can their diverse linguistic profiles and repertoires be valued?				What can be labelled as the school's identity?
STRUCTURE - spaces, architecture - schedule, timetables, etc. - tools & equipment - financial resources - environment	How can existing tools, deadlines, equipment, rooms, etc. be used or adapted to the learners' needs?				What could be transferable to other schools and contexts?
STAKEHOLDERS - users (students, parents) - professionals (teachers, school principals, inspectors) - school community - decision makers	Which cooperation within the class community and with partners abroad can support your plan?				Which networks and network levels can be exploited?
→ Working on a funding plan with the school direction					
REFLEXIVE DIMENSION How does EOL impact on regular teaching and the professional culture in the school?					

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