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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 report¹ 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)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting

Name of the workshop participant	Heli Simon
Institution	Seinäjoki University of Applied Science
E-mail address	heli.simon@seamk.fi
Title of ECML project	Developing teacher competences for pluralistic approaches
ECML project website	ECML/CELV > ECML-Programme > Programme 2020-2023 > Developing teacher competences for pluralistic approaches
Date of the event	28-29.09.2021
Brief summary of the content of the workshop	<p>The topic of the workshop was how teachers can be educated to build language awareness, attitudes and skills of their pupils/students.</p> <p>In the workshop, we discussed how and if the given descriptors correspond to the teacher education needs in the field of pluralistic approach. The dimensions 1 (commitment to values and principles linked to pluralistic approach) and 5 (didactic and pedagogical competences for the use of pluralistic approach) were in the focus. In my team, we planned the teaching/learning process with emphasis on the pluralistic approach. During the second day, we also suggested own topics to be discussed. I attended a discussion on methods teachers can use in their classes with pluralistic approach.</p>
What did you find particularly useful?	<p>To hear how the pluralistic approach is implemented by pedagogical experts in other countries and levels of education. Even though the pluralistic approach may appear in some form in higher education language teaching the approach is not (yet) very well known at least in higher vocational education (universities of applied sciences) in Finland. It was also useful to get information on resources and material on the topic.</p>
How will you use what you learnt / developed in the event in your professional context?	<p>Possibilities to implement and disseminate the pluralistic approach must be discussed both in my own organisation and among the language teachers responsible for languages and communication at universities of applied sciences in Finland.</p>
How will you further contribute to the project?	<p>Without outside resources not possible to contribute</p>

<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	<p>Presentation in the team meeting in the own organisation; Presentation of the workshop in the meeting of the teachers responsible for language and communication education at universities of applied sciences in Finland; Article(s) on the topic inside the own organisation and language education related online journal(s)</p>
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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.).

Euroopan neuvoston nykykielten keskus (ECML)järjesti 28.-29.9.21 hybridityöpajan aiheesta *Developing teacher competences for pluralistic approaches* www.ecml.at/pluralisticteachercompetences. Pluralistic approach tarkoittaa kielellistä ja kulttuurista monimuotoisuutta hyödyntävää lähestymistapaa. Hankkeen tavoitteena on kehittää opettajakoulutukseen työkaluja, jotka auttavat sekä kielen että muiden aineiden opettajia toteuttamaan opetustaan siten, että se vahvistaa oppijoiden monikielisyttä ja kulttuurienvälistä osaamista. Keskeinen dokumentti kehittämistyössä on FREPA eli kielellisen ja kulttuurisen monimuotoisuuden viitekehys [CARAP > Accueil \(ecml.at\)](http://CARAP > Accueil (ecml.at)). Työpajaan osallistui mm. opettajankoulutuksessa ja maahanmuuttajien opetuksen parissa työskenteleviä kielen ja kulttuurienvälisen viestinnän ammattilaisia ympäri maailmaa. Pienryhmät paikan päällä Grazissa ja verkossa arvioivat, miten kielellisesti ja kulttuurisesti monimuotoiseen opetukseen laaditut kuvaukset arvoista ja periaatteista sekä didaktisista ja pedagogista kompetensseista vastaavat opettajakoulutuksen tarpeita. Pienryhmissä laadittiin myös monimuotoiseen lähestymistapaan perustuvia opetus-/oppimisprosessikuvauksia, kuvauksia oppimisprosessin hallinnasta sekä arvioinnista ja reflektoinnista. Toisena työpajapäivänä osallistujat ehdottivat myös omia teemojaan pienryhmien pohdittavaksi. Omassa ryhmässäni keskustelimme siitä, mitä metodeja opettaja voi käyttää sisällyttäkseen opetukseensa kielellistä ja kulttuurista monimuotoisuutta.

Aiheeseen liittyvää kirjallisuutta/materiaalia:

Guide for the development and implementation of curricula for plurilingual and intercultural education 2016. Jean-Claude Beacco, Michael Byram, Marisa Cavalli, Daniel Coste, Mirjam Egli Cuenat, Francis Goullier, Johanna Panthier. ISBN 978-92-871-8234-02016.

University of Copenhagen: Talks on plurilingualism

<https://engerom.ku.dk/english/calendar/2021/digital-series-of-talks-on-plurilingualism-and-interculturality/>

An intercultural look at our schools. A toolkit for self-evaluation and supporting cultural and linguistic diversity in our schools [Home - An Intercultural Look at our Schools \(ppli.ie\)](http://Home - An Intercultural Look at our Schools (ppli.ie))

Ute's International Lounge About Ute – Ute's International Lounge

utesinternationalounge.com

University of Iceland: EdX course - Intercultural competency in education

https://english.hi.is/news/edx_course_on_intercultural_competency_in_education