



R1

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	Narrell Byrne
Institution	PDST
E-mail address	narrellbyrne@pdst.ie
Title of ECML project	"Developing teacher competences for pluralistic approaches"
ECML project website	https://www.ecml.at/ECML-Programme/Programme2020-2023/Developingteachercompetencesforpluralisticapproaches/tabid/4300/language/en-GB/Default.aspx
Date of the event	28-29/09/2021
Brief summary of the content of the workshop	The project will develop scenarios for teacher education based on the identification of the teaching competences required to implement pluralistic approaches. These training tools will help language and other subject teachers to implement approaches aimed at developing learners' competences as described in "A Framework of reference for pluralistic approaches to languages and cultures (FREPA)".
What did you find particularly useful?	Links, overview and sharing of resources - FREPA, Marille and Maldiv Teacher Competences for Pluralistic Approaches- Dimensions and Scenarios
How will you use what you learnt / developed in the event in your professional context?	<p>Apologies I am a bit late with my report. I needed time to unpack the materials presented in my own time and explore ways I could apply them to my own practice as a teacher.</p> <p>Only then could I use what I learnt/ developed in my professional context as a teacher EAL Advisor with the PDST.</p> <p>I am using /will use the knowledge / skills developed to</p> <ol style="list-style-type: none"> 1. Show how plurilingualism can be a resource for the education of all - Teachers, students, EAL learners 2. Demonstrate how Pluralistic Approaches can be used by all teachers in all subjects, not just by language teachers in language classes. <p>I would, at some point in the future, like to explore the place Pluralistic Approaches could have in the Post Primary School curriculum in Ireland- look at developing both a separate short course or TY module.</p>
How will you further contribute to the project?	<p>I am very happy to report/ present on how I am using what I have learned to</p> <ol style="list-style-type: none"> 1. Show how plurilingualism can be a resource for the education

	<p>of all - Teachers, students, EAL learners</p> <p>2. Demonstrate how Pluralistic Approaches can be used by all teachers in all subjects, not just by language teachers in language classes.</p> <p>Dimension 5 is my main area of focus in achieving this- 'Exploitation of the potential of learners' cultural and linguistic repertoires and Exploitation of the experiences of moving from one language to another'.</p> <p>I have designed a couple of activities and trialled them in my deliveries to language support teachers, subject teachers and during whole staff presentations.</p> <p>The response has been very positive overall. Teachers are seeing the potential of harnessing learners' cultural and linguistic repertoires to allow EAL learners access subject content, experience success and advance language learning. An added bonus is how much teachers themselves are learning about the languages of their students and how this knowledge can be used effectively to support language learners.</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>In my role as EAL Advisor with the PDST, my remit for this year is to provide school support to management, subject teachers, SEN departments and language support teachers. I am well positioned to disseminate the project to colleagues in schools around Ireland. I will seek every opportunity to disseminate with colleagues and professional associations formally and informally.</p>
--	--

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.).

"Developing teacher competences for pluralistic approaches"

"Developing teacher competences for pluralistic approaches" is an ECML project, based on the identification of the teaching competences required to implement pluralistic approaches.

Pluralistic approaches

- Pave the way for more diverse and effective learning
- Show how plurilingualism can be a resource for the education of all
- Do not replace existing language teaching approaches, but enrich them and make them more effective

The project highlights the double aim of plurilingual and intercultural education:

Facilitating the acquisition of linguistic and intercultural competences by building on the diversity

present in our societies.

Promoting personal development: respect and accept diversity

These training tools will help language and other subject teachers to implement approaches aimed at developing learners' competences as described in "A Framework of reference for pluralistic approaches to languages and cultures (FREPA)".