



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	Doris Abitzsch
Institution	Universiteit Utrecht
E-mail address	d.abitzsch@uu.nl
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 september 2021
Brief summary of the content of the workshop	<p>The subject of the workshop was the integration of pluralistic approaches in teacher training (for foreign languages). It was not only about the training of pre-service teachers but also about in-service teachers.</p> <p>Beforehand, the participants were prepared for FREPA and the work of the project team in terms of content. On the one hand, it was about the definition of plural approaches and, above all, about what plural approaches are not (do not replace existing language teaching approaches).</p> <p>As FREPA only refers to the learner perspective, it is necessary to think about what competences teachers need in order to integrate the starting points of pluralistic approaches into their teaching and to develop materials to work on these competences. During the workshop, the team members presented their work both areas (description competences and task sequences) in and participants were asked to give feedback on the work of the project team.</p>
What did you find particularly useful?	<p>I found the elaboration of the task sequences for teacher training and the exchange with colleagues particularly useful.</p> <p>Through the exchange (based on the sequences), different contexts and problem solutions in international teacher training were shared. In the process, socio-political and education-political issues were also addressed and their approaches to solutions in teacher training were discussed.</p>

<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>At the moment I am busy organising a conference on plural approaches with my colleagues from Expertisecentrum mvt. (I am a member of the organising committee.) This will probably take place on April, 20th in Utrecht. Experts in the field of multilingualism and pluralism will be present. For the first time, teacher trainers of foreign languages will discuss the integration of plural approaches in teacher training.</p> <p>At the same time, I have already spoken with the foreign language experts of the National Curriculum Institute (SLO) about a further elaboration of the (planned) sequences for the Dutch context and a possible integration on the new Dutch CEFR website. Depending on the further elaboration on the part of the project team/network, this will be happen next year.</p>
<p>How will you further contribute to the project?</p>	<p>I would like to participate in the network. At the moment I am working with colleagues from Austria and Bosnia-Herzegovina on further sequences on dimensions 1 and 5.</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>see above</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.).

Op 28 en 29 september 2021 vond in Graz (A) de workshop *Developing teacher competences for pluralistic approaches* plaats. Deze workshop stelde de integratie van *pluralistic approaches* in de lerarenopleiding, docentenbijscholing en -nascholing aan de orde. Het reeds eerder op dit gebied ontwikkelde raamwerk FREPA (*Framework of Reference for Pluralistic Approaches to Languages and Cultures*) is gericht op het perspectief van de lerenden/leerlingen, en laat docentcompetenties buiten beschouwing. Echter is kennis en kunde van/over deze benadering voor docenten belangrijk, wil je leerlingen in de in FREPA beschreven competenties vaardig maken. Dat deze FREPA-competenties een plaats in het huidige en toekomstige (talen-)curriculum hebben, laten actuele discussies rond om curriculum- en examenvernieuwing zien (vgl. curriculum.nu en [vakvernieuwingscommissie](http://vakvernieuwingscommissie.nl)). Tijdens de workshop werd aan twee onderwerpen gewerkt: (i) formulering van de competenties van leraren op het gebied van pluralistic approaches en (ii) training-/onderwijsmateriaal voor

lerarenopleiding, docentenbijscholing en -nascholing. Belangrijk uitgangspunt daarbij is, dat het bij *pluralistic approaches* niet om een specifieke onderwijsmethodes gaat die andere beproefde methodes moeten vervangen, maar om manieren om deze beproefde methodes efficiënter te maken. Zodoende kunnen synergie-effecten tussen het onderwijs van verschillende talen én tussen onderwijs en de buiten de school verworven competenties worden bereikt. Om dit doel te bereiken werden de in de workshop voorgestelde competentiebeschrijvingen gekoppeld aan reeds ontwikkelde competentiebeschrijvingen voor vreemdetalendocenten (vgl. *Teacher competences for languages in education*). Tijdens de workshop werden de nieuwe/uitgebreide competentiebeschrijvingen besproken en werden suggesties voor aanpassingen van de beschrijvingen gedaan. Voor het tweede onderdeel bespraken de deelnemers concept-training-/onderwijsmaterialen die in de lerarenopleiding gebruikt zouden kunnen worden. Op basis van dit materiaal worden momenteel verdere concepten uitgewerkt, die binnen het netwerk naar verwachting in februari 2022 worden doorontwikkeld. Over het geheel genomen is dit ECML-project gekenmerkt door zijn duidelijke interdisciplinaire aanpak. Het is daarom ook een relevant project voor lerarenopleidingen buiten de vreemde talen, om actuele sociaal-politieke en school-politieke vragen uit het gebied van de pluriforme samenleving in de leraenopleiding en op school aan de orde te stellen.