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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	Karmen Mlinar
Institution	Faculty of Education, University of Ljubljana
E-mail address	Karmen.mlinar@pef.uni-lj.si
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>Within the workshop different aspects of the development of teacher competences for pluralistic approaches were analysed. The workshop was characterised by the exchange of plenary sessions and group work. During the plenary sessions, the project, as well as the sequences of tasks for the development of teacher competences for pluralistic approaches and the work done on the identification of teacher competences for pluralistic approaches were presented. More specifically, the framework of teacher competences for pluralistic approaches was presented. In the group work, participants dealt with: sharing experiences and expectations related to the topic; analysis of different sequences of tasks; ideas for improvement and implementation of the work done so far; ideas for creating and/or adapting of materials and scenarios; ideas for further work and development of different aspects of the project.</p> <p>The work done in the groups was then presented and discussed together with the team and all participants.</p>
What did you find particularly useful?	<p>The seven dimensions of competences, in particular the first one; the emphasis on the importance of self-reflection; the fact that pluralistic approaches are not focused only on languages but also on cultures; the presentation of practical examples of implementation in the classroom; the exchange of ideas, experiences and good practices of participants from different parts of Europe and the reflection on how we can implement all of that in our own education system.</p>

<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>I will implement the knowledge and ideas gained in my work with students (especially in relation to dimension 1 and 5); I will also use some of the material presented during my work with students and make them aware of the framework mentioned above; I will present the material available to my students and encourage them to use it during their school placement and share it with teachers.</p>
<p>How will you further contribute to the project?</p>	<p>By passing on the material, information and knowledge gained to my students, colleagues, and teachers. And hopefully by further developing the ideas that my group came up with during the group work.</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 answers above. I believe the best way is to share the material, but also work with it – in this way already preservice teachers can have a personal experience with the material and see the importance of its implementation in practice.</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.).

V okviru razvojnega projekta Developing teacher competences for pluralistic approaches (več o projektu na povezavi www.ecml.at/pluralisticteachercompetences) Evropski center za moderne jezike (ECMJ) pripravlja orodja, namenjena razvoju učiteljevih kompetenc, potrebnih za izvajanje pluralističnih pristopov (več o pluralističnih pristopih na povezavi <https://carap.ecml.at/>). Ker so tovrstne kompetence nujne za učinkovito vzgojno-izobraževalno delo v vse bolj raznolikih šolskih okoljih, jih je potrebno sistematično razvijati v okviru izobraževanja (bodočih) učiteljev.

Omenjeni projekt dopolnjuje Referenčni okvir za pluralistične pristope k jezikom in kulturam (ROPP; več na povezavi <https://www.jeziki-stejejo.si/wp-content/uploads/2018/11/ROPP.pdf>). Slednji je usmerjen predvsem na razvoj kompetenc učencev, medtem ko je projekt Developing teacher competences for pluralistic approaches namenjen predvsem razvoju učiteljevih kompetenc, potrebnih za izvajanje pluralističnih pristopov. Glavni cilj projekta je dvojen: identifikacija kompetenc učitelja, potrebnih za izvajanje pluralističnih pristopov, in priprava gradiva, namenjenega razvoju teh kompetenc v okviru izobraževanja učiteljev. Četudi je delo še v teku, je že pripravljen okvir kompetenc, ki so v tem trenutku razvrščene v sedem oz. osem dimenzij in več pod-dimenzij (več o kompetencah na povezavah <https://www.ecml.at/ECML-Programme/Programme2020-2023/Developingteachercompetencesforpluralisticapproaches/Developments/tabid/5513/language/en-GB/Default.aspx>; [EUROPEAN CENTRE FOR
MODERN LANGUAGES
!\[\]\(cbe80b694ebd74fcfe136a095b608235_img.jpg\)
CENTRE EUROPEEN POUR
LES LANGUES VIVANTES](https://www.ecml.at/Portals/1/5MTP/Bleichenbacher/CEFRILT-conclusions-</p>
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[EN.pdf?ver=2019-11-29-150323-533](#)).

Na delavnici, ki je potekala 28. in 29.9.2021 v prostorih ECMJ v Gradcu ter tudi na daljavo, so si udeleženci iz različnih koncev sveta izmenjali stališča, izkušnje ter ideje o tovrstnih kompetencah in pripravljenih gradivih. Pripravljena so bila tudi izhodišča za nadaljnje delo.

Oblikovane kompetence in gradivo bodo predstavljali pomembno dopolnitev na področju pluralističnih pristopov ter služili kot opora predvsem izobraževalcem bodočih učiteljev kot tudi programom nadaljnega izobraževanja in usposabljanja učiteljev. Hkrati pa bodo pomembna podpora učiteljem pri identifikaciji lastnih kompetenc in samo-refleksiji o tistih kompetencah, ki jih je potrebno še razviti za uspešno implementacijo pluralističnih pristopov.