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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	Dita Lapiņa
Institution	Project: Skola2030; School: Rīgas Valsts 3.ģimnāzija
E-mail address	dita.lapina@gmail.com
Title of ECML project	Inspiring innovation in language education: changing contexts, evolving competences Think Tank “Transversal competences in foreign language education”
ECML project website	https://www.ecml.at/transversalcompetences
Date of the event	8.-9.02.2022
Brief summary of the content of the workshop	<p>The aims of the workshop were:</p> <ol style="list-style-type: none">1) to explore ways in which learners’ transversal competences (TCs) are being - and could be - developed as part of (foreign) language education;2) to consider how existing competence frameworks (Council of Europe’s RFCDC, EU Framework, UN Agenda 2030, OECD Agenda 2030, UNESCO, etc) might assist language professionals in selecting TCs and incorporating them in the design of curricula, the development of pedagogies and the creation of teaching materials;3) to examine the role of TCs in language policy and curriculum design in member states;4) to consider the role played by teacher education in supporting the implementation of TCs and collect examples of good practice;5) to explore, and find solutions to, the challenges of incorporating TCs in language education.
What did you find particularly useful?	TCs are now in the spotlight in all countries in Europe and there are still a lot of unanswered questions regarding their development and assessment. Also it was interesting to compare which TCs each country had chosen depending on their unique situation and future goals, and which TCs can actually be developed in foreign language lessons. Finally, Finland’s example unearthed the importance of well-being as a necessary competence for a good life, which is typically forgotten in the course of education.

How will you use what you learnt / developed in the event in your professional context?	Consider examples of making cross-curricular links for the development of TCs I gained during Think Tank.
How will you further contribute to the project?	Consider participating in project proposals regarding cross-curricular links and development of TCs
How do you plan to disseminate the project? <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	Country level – in professional development courses / webinars for teachers that I am going to lead; My school level – to my colleagues.

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.).

Mūsdienās izglītības sistēmās izglītojamo kompetenču (Latvijā – caurviju prasmju) attīstība ir kļuvusi par svarīgu politikas virzienu. Darbs pie šīm kompetencēm nozīmē skolēnu zināšanu, prasmju, attieksmes un vērtību attīstīšanu tādās jomās kā globālā pilsonība, izglītība ilgtspējīgai attīstībai un medijpratība, kā arī skolēnu “21. gadsimta prasmes”, kas ietver, piemēram, līdzdalību, sadarbību, kritisko domāšanu un digitālo pratību. Arī Latvijā kopš 2016.gada tiek īstenots projekts “Kompetenču pieeja mācību saturā” (Skola2030).

2020.–2023. gada Eiropas Padomes Moderno valodu centra programma ar nosaukumu *Inspiring innovation in language education. Changing contexts, evolving competences* ir paredzējusi vērst uzmanību uz šīm kompetencēm. Viena no aktivitātēm ar nosaukumu *Think Tank “Transversal competences in foreign language education”*, kas norisinājās 8.-9.02.2022, paredzēja 33 Eiropas valstu svešvalodu izglītības jomas speciālistu pieredzes apmaiņu divu dienu ilgā tiešsaistes konferencē. Tika apskatīta gan kompetenču iekļaušana svešvalodu standartos, programmās, mācību metodēs un skolotāju izglītībā, gan izaicinājumi un iespējamie risinājumi, kā arī plānoti kopīgi nākotnes projekti svešvalodu izglītības un skolotāju metodiskajam atbalstam. Šī pieredze deva iespēju prezentēt arī Latvijas pieeju uz kompetencēm balstītā mācību saturā, kā arī salīdzināt mūsu valsts pieredzi ar pārējo Eiropu. Jāsecina, ka Latvija ir viens no pozitīvajiem piemēriem, kur kompetences (caurviju prasmes) ir jau iestrādātas izglītības saturā un tiek nodrošināts atbalsts skolotājiem to ieviešanā mācību saturā, tomēr ir nepieciešams pievērst uzmanību skolotāju un sabiedrības tālākai izglītībai.