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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	Mirosław Kwiatkowski
Institution	Wojewódzki Ośrodek Metodyczny (Regional In-Service Teacher Training Centre) in Gorzów Wielkopolski
E-mail address	miros61@gazeta.pl
Title of ECML project	Think tank on Transversal Competences in Foreign Language Education
ECML project website	https://www.ecml.at/transversalcompetences
Date of the event	8-9 February 2022
Brief summary of the content of the workshop	<p>The Think tank on Transversal Competences in Foreign Language Education held by ECML on 8th and 9th February 2022 focused on the ways in which transversal competences are developed in language education and incorporated in teacher education and professional development. Think tank sessions referred to participants' pre-reports in which they were to present the outcomes of their insight into various aspects of developing transversal competences in their home systems of education, mainly in foreign language education. The idea of pre-reports was a very rational concept of the Think tank. Participants did kind of research, gathered information, processed it and prepared themselves to reflect on particular aspects of the development of transversal competences in their own systems. This made the exchange of ideas among participants really effective.</p> <p>The areas on which the participants of the Think tank focused on was the comparison of the ways in which transversal competences are covered in foreign language education and teacher education curricula in member states and an analysis of connection or reference to European documents and frameworks. Personal experiences of working on transversal competences in foreign language education and in the process of teaching students or organizing teacher in-service training were also included in the sessions of the Think tank. The format of the Think tank made it possible to exchange expertise and ideas by working in international groups which discussed particular problems and then presented the outcomes during plenary parts of the sessions. This gave all participants a general, panoramic picture of the ways in which transversal competences are developed in different contexts. It has to be noted that the presentations</p>

	<p>delivered by the organizers were well-structured and gave the participants good direction and the organization of the event in online format, including group work, was at a very high level.</p>
<p>What did you find particularly useful?</p>	<p>What I find particularly useful is:</p> <ul style="list-style-type: none"> • Analysis of different ways of developing transversal competences in different systems of education, focused on foreign language education; • Learning about examples of good practice from different countries, which were shown in presentations and described in group work; • Links and references to various materials, platforms, applications which can be used in developing transversal competences; • Co-operation in international context which gave an opportunity to discuss various aspects of language education, often referring to the time of pandemic; • Having an insight into the organisation of an online, international event, which was run in a very professional way. It gave me some practical ideas useful in my work.
<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>Many schools in my region consider the development of students' competencies in the field of foreign languages as one of their strategic objectives therefore they are looking for effective ways to establish friendly environment which would enhance language learning. They have experiences of carrying out projects and organizing events promoting foreign language learning (many of them have been organized in cooperation with my Centre) but they still need expertise on how to implement systemic strategies. I am sure that the ideas and solutions from the workshop and the idea of holistic approach which I am going to share with them will be really useful.</p> <p>Personally, I am going to use some of the tools, format of activities and access to materials from several ECML projects in devising programmes for in-service training of foreign language teachers in the Lubuskie Province.</p> <p>As the idea of developing transversal competences has become an important issue in Polish system of education, the institution that I work for – Wojewódzki Ośrodek Metodyczny w Gorzowie Wielkopolskim (Regional In-Service Teacher Training Centre in</p>

	<p>Gorzów Wielkopolski) has provided a great number of various forms of in-service training in this field for school heads and teachers in my region. I was involved in running them and this activity will be continued. What I learnt during the think tank will be used for enriching my training offer and its attractiveness. I am going to include the topics discussed in the Think tank in training programmes of my courses and workshops so that participants could have a panoramic picture of various ways of developing transversal competences in different educational contexts with special focus on examples of good practice presented during the Think tank. I will also take advantage of some technical and organizational aspects of online event.</p>
<p>How will you further contribute to the project?</p>	<p>The last session of the think tank was devoted to discuss possible action plans in future. I am ready to participate in dissemination activities, a network or get involved in a project. I think that after a thorough analysis of different strategies of developing transversal competences there should be kind of follow-up with a focus on particular techniques and activities which could easily be adopted in language education in different teaching/ learning contexts.</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>Being a consultant and teacher trainer cooperating with both school heads and teachers of foreign languages I plan to disseminate the ideas discussed in ECML Think tank in a number of ways.</p> <p>After the event I delivered a presentation for advisors and consultants in my Centre on the content of the Think tank as well as on ECML and its activities. I plan to deliver another presentation on the ways of developing transversal competences in the field of foreign language education during conferences for teachers of languages in my region which will take place in August before the new school year.</p> <p>In the next semester I plan to incorporate the themes concerning transversal competences in two workshops for teachers of foreign languages from the Lubuskie Province, one on planning and organizing language education with reference to European standards and frameworks and the other on developing teachers' competences in intercultural education.</p> <p>I am also open to the prospect of presenting the content of the workshop and its outcomes at in-service events organized by the Centre for Education Development in Warsaw.</p>
<p>2. Public information</p>	
<p>Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged</p>	

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.).

Think tank dotyczący kompetencji kluczowych w edukacji językowej, który był przeprowadzony w dniach 8-9 lutego 2022 r. poświęcony był analizie umiejscowienia rozwijania kompetencji kluczowych w nauczaniu języków obcych w różnych systemach edukacyjnych w Europie, a także sposobów włączania tej problematyki w kształcenie i rozwój zawodowy nauczycieli. Sesje Think tanku odnosiły się do tzw. raportów wstępnych uczestników, w których mieli oni przedstawić wyniki analizy istotnych aspektów rozwijania kompetencji kluczowych w rodzimych systemach edukacji. Idea raportów wstępnych była bardzo racjonalną koncepcją Think tanku. Uczestnicy po ukierunkowanej analizie swoich kontekstów edukacyjnych potrafili dokonywać porównań w odniesieniu do opisu sytuacji przedstawianych przez przedstawicieli innych krajów europejskich. Dzięki temu wymiana doświadczeń była bardzo efektywna i interesująca dla uczestników.

Obszary, na których skupili się uczestnicy, to porównanie sposobów uwzględniania kompetencji kluczowych w programach nauczania języków obcych i kształcenia nauczycieli w państwach członkowskich oraz analiza odniesień do dokumentów europejskich. W sesjach Think tanku uwzględniono także osobiste doświadczenia uczestników w zakresie rozwijania kompetencji kluczowych w ich własnej praktyce szkolnej, kształceniu studentów kierunków pedagogicznych oraz prowadzeniu doskonalenia zawodowego nauczycieli w tym zakresie. Formuła Think tanku była oparta na sesjach umożliwiających wymianę wiedzy i pomysłów poprzez pracę w różnych, zmieniających się grupach międzynarodowych. Dało to uczestnikom ogólny, panoramiczny obraz sposobów, w jaki kompetencje kluczowe są rozwijane w różnych kontekstach. Należy zauważyć, że prezentacje wygłoszone przez organizatorów były dobrze skonstruowane i nadawały pracy konkretny kierunek, a organizacja wydarzenia w formacie online, w tym praca w grupach, była na bardzo wysokim poziomie.

Udział w bardzo profesjonalnie przeprowadzonym przez Centrum Języków Nowożytnych Think tanku ECML był dla mnie bardzo cennym doświadczeniem dającym szerszy obraz problematyki kompetencji kluczowych, tak istotnych w szybko zmieniającym się świecie. Bardzo wartościowa była współpraca w międzynarodowym kontekście, która umożliwiała odniesienie się, z różnych perspektyw, do istotnych kwestii związanych z prowadzeniem edukacji językowej. Z pewnością Think tank otworzył możliwość zapoznania się z innowacyjnymi pomysłami i rozwiązaniami systemowymi, które uczestnicy mogą przenieść do własnego kontekstu edukacyjnego. Think tank był też bazą do nawiązania kontaktów z edukatorami z wielu krajów europejskich, co powinno przełożyć się na kontynuację współpracy w przyszłości.