

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. Reporting

¹ Only if you authorised the ECML to publish your contact details.

Name of the workshop participant	Liz Dale
Institution	Hogeschool van Amsterdam
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Title of ECML project	CLIL and pluriliteracies
ECML project website	www.ecml.at/clilandliteracy
Date of the event	2-3 June 2015
Brief summary of the content of the workshop	Following presentations providing background to the development of 'the Graz model of Plutrilitracies', we worked in groups on one principle of pluriliteracies teaching for learning. Each group created a presentation and shared their understandings of the principles. On day 2, participants evaluated the model, discussed implications and points for development and suggested ways of disseminating the ideas.
What did you find particularly useful?	The workshop clarified and reinforced my beliefs about the value of languaging ideas for enhancing understanding. It was particularly effective in demonstrating how being exposed to different viewpoints and perspectives helps learners develop and understand new concepts.
How will you use what you learnt/ developed in the event in your professional context?	My institution is developing a dedicated 3 and 4 year pre-service programme for language teachers working in bilingual schools. The ideas from the Graz model will be useful input for staff development and materials development in this context.
How will you further contribute to the project?	I am happy to give feedback on materials developed and ask colleagues to trial them in teacher education programmes
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 	<p>Offer a workshop at the National conference in November 2015</p> <p>Include materials with agenda for steering group bilingual education network</p> <p>Pass materials on to developers of modules in new 3 and 4 year teacher education programmes for language teachers and 30 EC minor for subject teachers</p> <p>Contribute to articles in Levende Talen magazine and digital CLIL magazine</p> <p>Post on Facebook page for teachers in bilingual schools</p>

1. 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.).

In een nieuw ontwikkeld model voor het leren en lesgeven in een vreemde taal (tweetalig onderwijs) krijgt vakspecifieke geletterdheid een centrale plek. De 'Graz group model of pluriliteracies – CLIL and Literacy', ontwikkeld door een projectteam van de European Centre for Modern Languages (ECML), maakt duidelijk dat bij het leren in meerdere talen, vakspecifieke geletterdheid een sleutelrol speelt voor 'deep learning' en 'transferable skills'. Deze aanpak laat zien dat het leren van vakspecifieke geletterdheid ook bijdraagt aan de interculturele vaardigheden van leerlingen.

Taal wordt als middel gezien om te komen tot verbeterde begrip van vakspecifieke concepten. Vijf principes onderbouwen het model; ontwerpen en plannen in termen van doorlopende leerlijnen; de leerling centraal stellen; het kunnen verwoorden van vakspecifieke ideeën centraal stellen; expliciet aandacht voor vakspecifieke manieren van denken; ondersteuning door de docent van het leerproces door het ontwikkelen van materialen en taken waarin diep en betekenisvol leren centraal staan en waarbij leerlingen gelegenheid krijgen om te oefenen en feedback van medeleerlingen en docenten te verwerken. Meer uitleg met inspirerende voorbeelden en materialen voor nascholing zijn beschikbaar op www.ecml.at/clilandliteracy.