



Professional development through EOL

Source, source, Quelle: Jonas Erin

Content, Contenu, Inhalt

Main themes Thèmes centraux Hauptthemen	<input type="checkbox"/> multilingualism, plurilinguisme, Mehrsprachigkeit <input type="checkbox"/> intercultural learning, apprentissage interculturel, interkulturelles Lernen <input type="checkbox"/> school climate, climat scolaire, Schulklima <input checked="" type="checkbox"/> professional development, développement professionnel, fachliche Entwicklung				
Target group Groupe cible Zielgruppe	<input type="checkbox"/> primary, primaire, Grundschule	<input type="checkbox"/> lower sec., college, Unterstufe	<input type="checkbox"/> upper sec., lycée, Oberstufe	<input type="checkbox"/> vocational, voie professionnelle, berufsbildende Schule	<input type="checkbox"/> adult, adultes, Erwachsene
Key words Mots clefs Schlüsselwörter	- international cooperation / coopération internationale / internationale Kooperation - education development / développement scolaire / Schulentwicklung				

Concept, Concept, Konzept

- learning and teaching, apprendre et enseigner, lernen und lehren
- cooperating, coopérer, zusammenarbeiten**
- project management, gestion de projet, Projektmanagement**
- survey and interview, enquête et interview, Umfrage und Interview
- event and communication, événement et communication, Veranstaltung und Kommunikation

Format, Format, Format

- learner's work / teacher's project, travaux d'élèves / projet pédagogique, SchülerInnenarbeit, Unterrichtsprojekt
- audio/video recording, enregistrement audio/video, Audio-/Videoaufnahme
- report and analyse, compte-rendu et analyse, Bericht und Analyse**
- scheme / plan / poster, schema / plan / affiche, Schema / Plan / Poster
- test and assessment, test et évaluation, Test und Beurteilung

Relevance, Pertinence, Relevanz

EOL offers a flexible concept which can be adapted to many contexts and policy purpose. This example from Greece also helped to improve the various tools of EOL.

EOL propose un concept flexible qui peut être adapté à de nombreux contextes et objectifs politiques. Cet exemple de la Grèce a également permis d'améliorer les divers outils d'EOL.

EOL bietet ein flexibles Konzept, das an viele Kontexte und bildungspolitischen Zielsetzungen angepasst werden kann. Dieses Beispiel aus Griechenland hat auch dazu beigetragen, die verschiedenen Tools von EOL zu verbessern.

In May 2018, the Greek ministry for education and religious affairs requested the expertise of the European Centre for Modern Languages (ECML) with the aim of instigating deep changes in policy and practice in language education, moving towards a holistic approach of the learners' and teachers' needs. The political and social context of an increasing number of migrant children and the impact of electronic communication on the linguistic and cultural diversity of Greek students' repertoire changed the profile and needs of learners. The request to the ECML goes even further in order:

“to replace present models which have been developed on the basis of a monolingual ethos of communication and monolingual pedagogical practices, serving ideologies of linguistic and cultural hegemony; [to foster] the development of alternative pedagogic discourses and practices for the teaching and learning of languages aiming at the interlinguistic and intercultural communication competences of European citizens; to ensure that all involved in the programme appreciate their responsibility for providing their students with opportunities to learn a variety of languages, and also for providing opportunities for alternative education and training of language-teaching instructors; to provide foreign language education for students in primary and secondary schools, an education that must be linked with the teaching of their own mother tongue through a critical model of multilingual literacy”.

The systemic nature of the EOL project *Learning Environments where modern languages flourish* perfectly fits with the complexity of these issues.

- EOL offers a global approach to language matters by crossing objectives of modern languages with concerns about language(s) of schooling and the linguistic dimensions of all subjects.
- EOL carries out a transversal vision and a symbiotic approach that addresses all educational levels: learning languages; teaching languages and teaching content by integrating languages; managing schools and developing school systems.

This is the reason why the ECML accepted as an exception to send out a team member of a project that was not yet finished. Generally the member states' requests are made within the « Training and Consultancy » offer based on existing resources from previous projects and programmes. The specificity of the Greek educational authorities' request and the singularity of the holistic feature of the EOL project justifies this unusual procedure which gives the EOL project team a great opportunity to test tools and resources that are still under construction and also to highlight in a concrete situation some of the potential of the project.

The seminar organised in Agrinio had to address three major issues which show how important it is to develop a systemic approach on language education:

- An urgent social need
The increasing number of migrant children to be integrated in schools represents a great challenge for the Greek education system especially in the context of rapid growing poverty due to the economic crisis. **How can a school set up learning environments where foreign language learning becomes an efficient lever for social inclusion and advancement?**
- A culture of “language learning pathways” to be developed
In the Greek education system, the first year of schooling is relatively late. Children usually start school at the age of five. Education is mandatory till the age of fifteen with a high number of students leaving without a qualification at the end of the lower secondary school, particularly boys. The language issues due to late schooling and the lack of motivation of those who intend to leave the school at the age of fifteen represents a major issue for education policy-makers. **How can education authorities develop curricula to support language learning pathways in the perspective of democratic citizenship and the development of a personal and professional project for each student?**
- An issue of professional development
In Greek, school advisors are exclusively dedicated to the support of schools and the school system. It is a temporary job with a three years limit, renewable once. This principle might generate many bridges between teaching and management (school advisors and headmasters) but also frustrations which could be addressed by a cooperation at European level for managers in education, bringing solutions for career development. **What role can European cooperation in education play to support the professional development of all those who are involved in education? What can be the specific contribution of language education for personal and professional development?**