#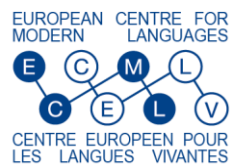 Inspiring Innovation in European Language Teacher Education Summer Academy for teacher educators working in the field of languages

	9.00 – 10.30		11.00 – 13.00		14.30 – 16.00		16.30 – 17.30	17.45 – 21.00
Mon. 4th	Final prep meeting- core team	Coffee break 10.30-11.00	WELCOME SESSION **Sarah Breslin** Executive Director Experts from core team as facilitators	Lunch break 13.00-14.30	MODULE ONE Language education in the context of plurality Lead: **Terry Lamb** Support: members of core team	Coffee break 16.00-16.30	Introduction to learning journals/setting of individual learning objectives/perso nal action plans	Guided tour of Graz and joint dinner
Tues. 5th	MODULE TWO Reflection, self-assessment and action research in teacher education Lead expert: **Christine Lechner** Online support: **Larisa Kasumagić**		MODULE THREE Values, competences and identities in language teacher education **Lukas Bleichenbacher Anna Schröder-Sura**		MODULE THREE Values, competences and identities in language teacher education (cont.) **Lukas Bleichenbacher Anna Schröder-Sura**		Time for reflection What does this mean for you as a teacher educator?	
Wed. 6th	MODULE FOUR European language policy instruments: constraints and affordances Council of Europe and European Commission **Sarah Breslin Anna Sole Mena**		MODULE FIVE Mapping the language dimensions in all learning environments Lead : **Marisa Cavalli** Online support : **Jonas Erin**		Online guest speaker: **Laurent Gajo** University of Geneva "Normalising plurilingualism in the education of all learners: the critical role of teacher educators " Q and A session Moderation: **Karmen Pižorn** (online) Reflections on day		Visit to Graz University + reception (until 18.30)	
	9.00-11.30		11.30-13.00		14.00-16.00		16.30-17.30	18.00 – 21.00
Thur. 7th	MODULE SIX The role of frameworks in language education **Anna Schröder-Sura Maria Stathopolou** (online) (including coffee break)		Making ECML thematic areas work for you **Susanna Slivensky**	Lunch break 13.00-14.00	MODULE SEVEN Introduction to the ECML-PNF Initiative "Language education in the light of Covid – lessons learned and ways forward" **Bernd Rüschoff** Digital literacy and blended learning **Christian Ollivier Aline Germain-Rutherford** (all 3 online)	Coffee break 16.00-16.30	Time for reflection What does this mean for you as a teacher educator	Excursion to Weinstrasse /visit to Buschenschank
Fri. 8th	Over to you Round table for participants to discuss and reflect on the summer academy in terms of their professional learning journeys **Terry Lamb Christine Lechner**	Coffee break 10.30-11.00	Action plans Evaluation and closing words					

Aims and objectives

The Summer Academy provides a unique opportunity for the professional learning of language teacher educators, so that they, in turn, can support the professional development of language teachers to respond to the complex needs of today's learners. Focusing on developments at the cutting edge of language education as reflected in the ECML thematic areas, the programme will provide teacher educators with opportunities to pool their expertise with colleagues from across Europe and to reflect on and re-think their own modes of teacher education from a transnational perspective.

Specific objectives are:

- to initiate a forum for discussion among teacher educators from various European countries working in the field of language education
- to provide a safe space for teacher educators to reflect on their competences, values, and professional identities and how these are impacted by the current context of plurality and crises
- to highlight recent developments in language-related teacher education
- to provide a deeper knowledge and understanding of European language policy (Council of Europe and European Commission)
- to familiarise participants with Council of Europe resources (Language Policy programme and ECML) and consider how these may enhance their own teacher education programmes
- to reflect critically on the structural aspects of the teacher education spectrum – initial teacher education, school practice, professional development etc.

MODULE OUTLINES

MODULE ONE

Language education in the context of plurality

- Description

  This session will enable participants to share their thoughts and experiences in relation to the major societal changes that have been taking place in recent times and the ways in which these have impacted on teaching and teacher education. It will begin a reflective process that will continue through the week.

- Essential reading

  Before you arrive: Please watch the following six-minute video:

  Video: How is (super)diversity changing how we belong? (Nando Sigona, 2018) (6 minutes): https://www.youtube.com/watch?v=xYXrwcW-1Vc

MODULE TWO

Reflection, self-assessment and action research in teacher education

- Description

  This module will give insights into reflective teaching (educational action research), presenting some of the tools, providing ideas for practical application and opening up discussions about applicability. During the session we will be looking at sections of the Action research communities for language teachers project as well as the EPOSTL.

- Essential reading

  Before the session, please read the editorial p.4-5) to the Babylonia publication on action research+ one article, for example:

  i.   Interview with Peter Posch (p.10-11) in German.
       or

  ii. The article in French by Jésabel Robin (p.30-35).
       or

  iii. "Action research in language teacher education, e.g. Austria". (p.62-68) in English.

MODULE THREE

Values, competences and identities in language teacher education

- Description

  In this module, we will first discuss how the values and competences of language teachers are linked to those of their learners, and how this topic impacts on teacher education. The participants will then be invited to reflect on their teacher educator identities in the context of plurilingual education.

- Essential reading

  Newby, D. (2019) "Teacher and learner competences". In D. Newby, F. Heyworth and M. Cavalli (eds.) *Changing contexts, evolving competences: 25 years of inspiring innovation in language education*. Strasbourg/Graz: Council of Europe. 40-47.

  https://www.ecml.at/Portals/1/documents/ECML-resources/ECML-changing-contexts-evolving-competences-EN_03082020_081830.pdf?ver=2020-08-03-081830-400

MODULE FOUR

European language policy instruments: constraints and affordances

- Description

    This module will look in detail at two important European language policy instruments - the recent Council of Europe Committee of Ministers' *Recommendation on the importance of plurilingual and intercultural education for democratic culture* and the 2019 Council of the European Union Recommendation on *a comprehensive approach to the teaching and learning of languages* from the perspective of language teacher education. Participants will be asked to critically examine these instruments and to consider how they could be used to exert a positive influence on language teacher education.

- Essential reading

    None

MODULE FIVE

Mapping the language dimensions in all learning environments

- Description

    The holistic approach to languages and the use of languages in the construction of knowledge and skills in school subjects will be addressed in the broad perspective of a school language policy and youth policies that are open to the current challenges of our planet.

- Essential reading

    BEACCO, J.-C. (2017) : Language in all subjects: the Council of Europe's perspective, European Journal of Applied Linguistics 5.2. [in the padlet]

MODULE SIX

The role of frameworks in language education

- Description

    This module aims at familiarizing participants with a) the *CEFR Companion Volume* (CEFR-CV) and b) the *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (FREPA) by focusing on their specific characteristics. The module starts with a short presentation of the two frameworks, their contribution to the development of plurilingual and pluricultural competences and shows how they can open pathways for a global language education. A more practical part follows where participants reflect on how the two tools can be implemented for teaching and assessment purposes.

- Essential reading

    Candelier, M. (2019) "Plurilingual and intercultural education". In D. Newby, F. Heyworth and M. Cavalli (eds.) *Changing contexts, evolving competences: 25 years of inspiring innovation in language education*. Strasbourg/Graz: Council of Europe. 48-55.

    https://www.ecml.at/Portals/1/documents/ECML-resources/ECML-changing-contexts-evolving-competences-EN_03082020_081830.pdf?ver=2020-08-03-081830-400

MODULE SEVEN

Digital literacy and blended learning

- Description

    The module will be, on one hand, an opportunity to share and critically discuss blended learning experiences and, on the other hand, to explore different ways to implement blended learning/teaching in language education.

- Essential reading/Lecture préalable

    1. Garrison, R. & Vaughans, N. (2008). Designing Blended Learning to Create a Community of Inquiry. In D. Randy Garrison,Norman D. Vaughan (Eds.) *Blended Learning in Higher Education: Framework, Principles, and Guidelines.* Chap.3. p31-48. John Wiley & Sons, Inc. [in the padlet]

2. Nissen, 2020, Mise à l'épreuve de paramètres pour une articulation réussie du distanciel et du présentiel aux yeux des étudiants [in the padlet, only in French]