

## 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 report<sup>1</sup> 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](mailto:Erika.komon@ecml.at))

within the given deadline.

#### 1. Reporting

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

<b>Name of the workshop participant</b>	Déirdre Kirwan
<b>Institution</b>	Scoil Bhríde (Cailíní) Blanchardstown Dublin 15
<b>E-mail address</b>	principalsbca@gmail.com
<b>Title of ECML project</b>	Plurilingual Whole School Curricula – PlurCur
<b>ECML project website</b>	<a href="http://www.ecml.at/F1/tabid/756/">http://www.ecml.at/F1/tabid/756/</a>
<b>Date of the event</b>	7 and 8 May 2015
<b>Brief summary of the content of the workshop</b>	The importance of providing classrooms and learning environments that value and utilise what students bring with them to the learning process was identified. This applies in particular to the language(s) they use for communication and learning. Multilingualism is a facet of daily life. Therefore, the importance of cultivating inclusive, plurilingual environments within learning establishments was stressed in order to provide equality of access to learning for all students whatever their home language may be. Language is the conduit through which leaning is disseminated, therefore all lessons are language lessons whatever the subject/content. Further benefits accruing from plurilingual environments for all students were highlighted in terms of the development of language awareness, the connections and links that exist between languages and insight into the culture of speakers of other languages too.
<b>What did you find particularly useful?</b>	I found it particularly useful to meet colleagues who are familiar with, open to and promoters of the whole concept of how plurilingualism works and how it may be implemented at different levels within education systems. Listening to the views and experiences expressed by presenters from other countries and those who work at different levels within the education system.  It helped motivate me to redouble the efforts I make to promote plurilingualism a way of teaching not only in my own school but beyond its gates as well.
<b>How will you use what you learnt/ developed in the event in your professional context?</b>	Continue to develop the plurilingual approach in my own school Promote the plurilingual approach in talks and lectures that I give to pre-service teachers; professional development courses for practising teachers;

	Promote the approach in lectures that I deliver to post-graduate students in 3rd level Education courses during the 2015-16 academic year.
<b>How will you further contribute to the project?</b>	Through writing articles for Educational bodies such as National Centre for Curriculum and Assessment (NCCA); teacher magazines In Touch (Irish National Teachers' Organisation) In order to promote plurilingualism in the public domain, I will write articles for national and local newspapers  Written articles for academic journals
<b>How do you plan to disseminate the project?</b> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	written articles at various levels (see above) International Association for Teachers of English as a Foreign Language (IATEFL); Móðurmál – Icelandic association for the promotion of bilingualism and home languages; Conferences delivery of Continuous Professional Development courses for practising teachers delivery of plurilingual approach to post-graduate education students National and local newspapers Local radio Through my membership of One Voice for Languages (OVfL) an organisation committed to the promotion of language learning.

**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.).**

There are many reasons why plurilingualism should be supported and promoted in our education systems. Modern societies are made up of increasingly diverse populations of people many of whom speak languages other than that of the country in which they live. It is important that in educational establishments the home languages of learners are valued even where the language of schooling may be different. At primary school level, we know that learners progress from the known to the unknown. Learning the language of schooling should not be at the expense of pupils' home language but should utilize the skills already developed in that language to enhance learning in general. We know that facility in 2 or more languages contributes positively to the development of reflective and analytical skills; a flexible approach to learning; greater awareness of language(s), including their lexical and grammatical similarities and differences. A plurilingual approach to learning has the possibility of conferring further benefits on learners including a more engaged, autonomous approach to learning as confidence to drive their own learning develops. In addition, the ability to communicate with speakers of various languages enhances social contact and cohesion.