

## 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>	PhDr. Eva Žitná
<b>Institution</b>	Spojená škola Novohradská, Bratislava
<b>E-mail address</b>	<a href="mailto:zitna@gjh.sk">zitna@gjh.sk</a>
<b>Title of ECML project</b>	Plurilingual whole school curricula (PlurCur)
<b>ECML project website</b>	<a href="http://www.ecml.at/plurcur">http://www.ecml.at/plurcur</a>
<b>Date of the event</b>	May 7-8, 2015
<b>Brief summary of the content of the workshop</b>	<p>This workshop clarified to me both theoretical and practical aspects of the plurilingual approaches in education. It helped me to realize the importance of social cohesion in teaching and real life communication. I realised the fact that one of the new competences for a modern learner are plurilingual and multicultural competences. The whole school curriculum represents the inclusion of all languages and their variants at a given school, i.e. not only the major language but also foreign languages, heritage languages, minority languages, even classical languages in a school district. In practice, this approach requires taking into account the existing individual plurilingualism of the learners, and the situation of immigrants not speaking the majority language. I appreciated practical examples of plurcur approaches, e.g. language cafés, joint instruction (a representative of the school in Lithuania presented her project for 10-year children, during which they learned terminology related to natural sciences in 3 languages, Lithuanian, Russian and German). Another nice example of good practice was a theatre performance, in which students were encouraged to use their own mother languages, thus the result of this was a linguistically diversified theatre play (this project was presented by a German colleague). It is important to add that intercultural and multilingual learning happens also informally (in the previous example while rehearsing). Another project presented during the workshop was described by a colleague from Turku School of Economics in Finland, in which different multilingual courses in business are being offered. Besides other things, the workshop gave us the information on different teaching materials - e.g. tools with a focus on competence description, besides more commonly used CEFR, the information on FREPA (Framework of reference for pluralistic approaches to languages and cultures) was particularly interesting.</p>

<p><b>What did you find particularly useful?</b></p>	<p>As mentioned above, the workshop gave me an overall picture of the given topic. I found practical examples of the plurcur approaches in different projects (also mentioned above) as the most valuable information.</p>
<p><b>How will you use what you learnt/ developed in the event in your professional context?</b></p>	<p>As head of the international school within the state school (we are running all three IB programmes for different age groups – PYP, MYP, DP), I will discuss different aspects of plurilingualism with my colleagues and try to put them into practice (teaching Slovak to foreign kids, appreciating the mother tongue and culture of the students from different countries much more etc.) Besides promoting this approach in different articles and promotion materials, we will try to implement this approach more intensely in some documents (e.g. Language Policy), which are essential in our international school. Multicultural approach is already present in the Mission Statement of our school published e.g. in the PYP section (you will find the information about all three international programmes on our website <a href="http://www.gjh.sk">www.gjh.sk</a>).</p>
<p><b>How will you further contribute to the project?</b></p>	<p>As mentioned above, by implementing ideas of plurcur approach in our international school – in practical life and in improving pedagogical documentation (document Language Policy). I will also initiate some projects at our school, in which more languages will be used.</p>
<p><b>How do you plan to disseminate the project?</b></p> <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>	<ul style="list-style-type: none"> <li>• by discussing the topic and leading seminars for the teachers of our international school</li> <li>• by writing articles about the topic for a professional journal and newspaper</li> <li>• by initiating projects at our school with plurilingual and intercultural focus</li> </ul>

## 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.).**

Workshop v Grazi, organizovaný ECML (The European Centre for Modern Languages) v dňoch 7.-8. mája 2015, sa zaoberal témou Plurilingválne kurikulum, plurilingválne a interkultúrne prístupy vo

vzdelávaní a rôznych projektoch. Samozrejme, táto téma je výsostne aktuálna v krajinách, kde je vysoký počet prisťahovalcov a väčší počet oficiálnych jazykov (Nemecko, Rakúsko, Švédsko, Fínsko a pod). V týchto krajinách je súčasťou oficiálneho vzdelávacieho systému používanie viacerých jazykov vrátane rodného jazyka (týka sa to napríklad tureckej menšiny v Rakúsku alebo Nemecku); cieľom je teda postupné začleňovanie týchto detí do vzdelávacieho procesu, čo vyžaduje isté jazykové vedomosti zo strany učiteľa. S meniacou sa politikou voči prisťahovalcom v rámci Európskej únie môže byť tento problém o niekoľko rokov aktuálny aj na Slovensku. Počas workshopu sa odprezentovali viaceré zaujímavé projekty; napríklad projekt nemeckej učiteľky, ktorá s deťmi viacerých národností nacvičila multilingválnu divadelnú hru, projekt Turku School of Economics vo Fínsku, ktorá ponúka multilingválne business kurzy, projekt učiteľky z Litvy, ktorá vyučuje 10-ročné deti terminológiu prírodovedy vo viacerých jazykoch (litovský, ruský a nemecký). Posledne spomenutý projekt poukazuje na súvislosť plurilingválneho vzdelávania s metódou CLIL (Content and Language Integrated Learning). Počas workshopu sme sa oboznámili s publikáciami Rady Európy, ktoré môžu učiteľom pomôcť v chápaní tejto témy, napríklad Framework of Reference for Pluralistic Approaches to Languages and Cultures (skrátene CARAP/FREPA).

Ako zástupkyňa riaditeľky pre medzinárodnú školu, mienim tieto prístupy aplikovať v reálnej praxi a iniciovať rôzne projekty v rámci medzinárodných programov PYP, MYP a DP. Na seminároch so svojimi učiteľmi prediskutujeme rôzne aspekty multilingválneho a interkultúrneho vzdelávania, dôslednejšie prepracujeme jeden z našich základných pedagogických dokumentov s názvom Language Policy. Nakoniec, Mission Statement našej medzinárodnej školy nesie práve tieto interkultúrne atribúty, hodnoty tolerancie a rešpektu iných názorov, kultúr a náboženstiev.