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Participant report on the ECML Summer Academy 2022 to the National Authorities

Event report

Please complete this form at the latest **by 20.09.2022**. It contains two sections:

1. **Reporting:** this section focuses on feedback to your National Authorities on the event, on what you feel you learnt, on how the event will affect your work and on how you intend to share that learning with others. With your agreement, it will also be published by the ECML¹ 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 either English or French.

2. **Public information:** this is a short, promotional text on the event (around 200 words) which should be of interest to a larger audience in your country. One way to do this is to make reference to key publications or developments that were discussed at the event, and which are of interest in your country.

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 Contact Point in your country and in copy to the ECML GB member and to katarina.vuksic@ecml.at. Contact details for your Nominating Authority, Contact Point and Governing Board member can be found here: [ECML/CELV > About us > Member State Representation](#)

¹ Please complete the authorization form to allow the ECML to publish your contact details.

1. Reporting

Your name	PECCOLO Gertrud
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Brief summary of the content of the event	<p>The Summer Academy was dedicated to the latest Council of Europe developments in the field of language education. The welcome session moderated by Sarah Breslin, Executive Director of ECML, revealed the key role of quality language education on a macro level as the Council of Europe stands up for Human Rights, Democracy and the Rule of Law. ECML is implementing effective language policies through development projects and mediation. Language is essential to achieve intercultural dialogue, democratic citizenship and social cohesion. During the session with Terry Lamb (Module 1) we discussed in which ways policies, curricula and practices in relation to teaching and teacher education shifted in recent years and if these shifts were related to global change, superdiversity and crisis. At the end of each day, we were given time to reflect on our own values and principles and to set individual learning objectives.</p> <p>Christine Lechner (Module 2) introduced us to Action Research as a key instrument of language teaching to support the self-confidence of language teachers and enhance the quality of teaching. She presented us the advantages of Action Research Communities for language teachers (ARC) and the ARC-action-research spiral as a basis for Training and Consultancy (TaC) Activities. On a padlet feedback from a workshop on AR we could read <i>“Never underestimate the knowledge of your colleagues.”</i></p> <p>Lukas Bleichenbacher and Anna Schröder-Sura (Module 3) raised our awareness of current debates related to values and competences of teacher educators and how these are related to those of learners and teachers. We were asked to reflect on our plurilingual teacher educator identity. We compared strong/weak points of learner competence descriptions in our context and reflected on their status of importance in teacher education. We looked at the several dimensions of professional competence of foreign language teachers and learnt about the “Guide to Teacher Competences for Languages in Education” (an ECML resource). <i>“Its principal aim is to describe and illustrate competence dimensions for the role of languages in education that are relevant for any teacher.”</i> (ECML website) We had</p>

a closer look at the eight dimensions of the taxonomy.

We learnt more about the Committee of Ministers as the decision-making body of the European Union. It has addressed two specific developments of concern to the Council of Europe in their recommendation on the importance of plurilingual and intercultural education (English as exclusive additional language and perfect knowledge of minority language as a danger for societal cohesion) which relate to one major concern: “the backsliding of democracy”. We received insights into “The Reference Framework of Competences for Democratic Culture” (Council of Europe Resource). Anna Sole Mena, European Commission, presented further European language policy instruments (Module 4).

Marisa Cavalli and Jonas Erin (Module 5) showed us how to map the language dimensions in all learning environments. The learning environments should be planned according to three key pillars, i.e. Culture, Structure and People. The speakers made a connection to global education and emphasized the fact that plurilingualism plays a major role to foster individual and collective Agency (capacity of a person to act in any given environment).

Laurent Gajo (Module 5) talked about normalising plurilingualism in the education of all learners. He mentioned a quote whereas monolingualism can be regarded as resulting from an impoverished environment. To use a target language in a subject can become *“revealer and a reinforcer of the linguistic dimension of knowledge (catalyst).”*

We were informed by Bernd Rüschoff and Christian Ollivier/Aline Germain-Rutherford about findings and measures concerning digital literacy and blended learning (Module 7). We received practical tips such as the teacher should create quality materials for students to devise inclusive lessons so that each single learner may be able to get involved in all activities. It is also important to collect the learner’s voices and reflections. We reflected on challenges and limitations of blended learning. Christian Ollivier showed us his adaptation of the Pragmatic Model of Learning (Lebrun) and its transformation for the needs of a blended learning format.

We collected ideas for transnational projects and were building action plans which we presented in plenary.

<p>What did you find particularly useful?</p>	<p>I appreciated the richness and variety of resources freely available on the ECML website. It was very important for me to recognize the political and societal dimension of language competence. I intend to deepen my knowledge on the various descriptors for learners and teachers.</p> <p>I liked the insight into the “Teacher competences for languages in education” and the eight dimensions of the taxonomy which are mentioned therein. I was pleased about the fact that “specific teacher competences for pluralistic approach” will follow.</p> <p>I think the recommendations (2022) from the Committee of Ministers are enabling me to further promote bilingual lessons at our school as they underline the significance of plurilingual and intercultural education for democratic culture. The Reference Framework of Competences for Democratic Culture (Council of Europe) is a useful resource for all sectors of education systems.</p> <p>From the principles, principle 1 :</p> <p><i>« Education prepares the individual to be an active participant in democratic society ... »</i></p> <p>We received practical tips to implement the principles of the recommendations (2022). I liked the following two among the didactical conditions suggested by Gajo/Cavalli:</p> <ul style="list-style-type: none"> - <i>« encourager l’expression, enseigner à prendre des risques</i> - <i>concevoir l’erreur comme une hypothèse parmi d’autres sur le fonctionnement de la langue et l’analyser en ce sens. »</i> <p>Gajo suggests for the teacher education to let future teachers reflect on their own « biographie langagière » which I think is highly suitable to raise awareness.</p>
<p>How will you use what you learnt / developed in the event in your own professional context?</p>	<p>As a teacher educator for bilingual teachers I can sensitise them for the key role of language in plurilingual and intercultural classrooms. I certainly will use the self-assessment grids for teacher students. The different Frameworks with the descriptors for learner’s competences as well as teacher competences are further valuable sources. In addition, I have received many practical tips to implement the ECML vision of a Europe committed to linguistic and cultural diversity as well as inputs for learning environments where languages flourish. I will let future teachers reflect on their own values and identities as they are a fundamental part of the dimensions of professional competence.</p>
<p>How do you plan to share what you have learned/discovered</p>	<p>I was already allowed to report on my participation in the Summer Academy to the school management of my vocational school,</p>

<p>with others in your country?</p>	<p>Berufsbildungsschule Winterthur. I emphasized the key role of language for all teachers, not only language teachers. As we have a lot of migrants the plurilingual and intercultural approach is of importance to our school. I tried to raise awareness for the political and societal dimension of languages. As a first measure, the school management is considering to print our “Schulkodex” not only in German, but also in English. I am confident that other activities will follow.</p> <p>The teacher education program for bilingual teachers is accessible for teachers from all over Switzerland (French, Italian and German part). The knowledge is spread nationwide as they can share their insights with other teachers from their school.</p> <p>I am thinking of organising a short presentation on skillsnet, a nationwide online platform for vocational teachers.</p>
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2. Public information

Short text (about 200 words) in one of your national languages to help promote the ECML Summer Academy to a wider public.

Die “Summer Academy for teacher educators working in the field of languages“ fand zum ersten Mal statt. 25 Teilnehmende aus ganz Europa trafen sich vom 4. bis 8. Juli 2022 in Graz zu einem inspirierenden Anlass, der vom ECML (European Centre for Modern Languages) organisiert worden war. Im Zentrum standen die neuen Empfehlungen des Ministerrats der EU (2022), welcher darin die Wichtigkeit von plurilingualer und interkultureller Bildung hervorhebt. Bereits im Jahr 2021 hat der Europarat im „Reference Framework of Competences for Democratic Culture“ die Kompetenzen zusammengetragen, welche Lernende aller Schulstufen besitzen müssen, um aktiv an demokratischen Prozessen teilnehmen und friedvoll mit Menschen aus anderen Kulturen zusammenleben zu können. Die Teilnehmenden konnten eine Fülle von Ressourcen kennenlernen, welche auf der ECML Webseite frei verfügbar sind. Spannend waren insbesondere die Ausführungen zu Kompetenzen, welche eine Lehrperson braucht, um Lernende in ihrer sprachlichen Entwicklung zu unterstützen, und zwar in allen Fächern, die sie lernen. Wertvolle Informationen dazu liefert die Publikation „Teacher competences for languages in education“ (ECML Webseite). Die Kompetenzen werden in einer Taxonomie mit acht Dimensionen dargestellt, welche weiter aufgeschlüsselt und mit Beispielen angereichert werden. Neben den vielen theoretischen Inputs gab es genügend Gelegenheit, das Gehörte in Workshops zu diskutieren und zu vertiefen. Es war eine einmalige Gelegenheit, sich fachlich über Länder- und Sprachgrenzen hinweg auszutauschen. Plurilingualer und interkultureller Austausch „as its best“!