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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 report¹ 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)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting	
2. Reporting	
Name of the workshop participant	Elisabeth Allgäuer-Hackl
Institution	University of Innsbruck
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Title of ECML project	Developing teacher competences for pluralistic approaches
ECML project website	www.ecml.at/pluralisticteachercompetences
Date of the event	28-29 September 2021
Brief summary of the content of the workshop	<p>The project „Developing teacher competences for pluralistic approaches“ develops scenarios for teacher education based on the identification and description of the teaching competences required to implement pluralistic approaches and work with the linguistic and cultural diversity present in educational contexts across Europe in order to support all learners’ educational success.</p> <p>Language and other subject teachers are encouraged to raise their awareness of the pluralistic teaching competences and develop their learners’ competences as described in “A Framework of reference for pluralistic approaches to languages and cultures (FREPA)”.</p> <p>During the workshop, the project team provided an overview of the project tools (scenarios, tasks, materials for the classroom, teacher competences) and invited participants to analyse and evaluate selected tools in connection with their own contexts and needs, e.g. as teacher trainers or teachers, and to make suggestions for improvement.</p> <p>Exchange, discussion, evaluation and suggestions were encouraged during the two days of the workshop, which made it an inspiring, motivating and interesting event.</p>
What did you find particularly useful?	<p>Particularly useful were:</p> <ul style="list-style-type: none"> • The exchange on practices in different countries, which helped to know more about common challenges and

	<p>differences at a personal but also general educational level;</p> <ul style="list-style-type: none"> • Sharing experiences in connection with teacher training • Discussing the tools developed by the project team (group work) • Envisaged collaborations with colleagues / the team
How will you use what you learnt / developed in the event in your professional context?	I will integrate the ideas, insights and practical tools into my work as a teacher trainer, member of the DyME research team and coach for pluralistic approaches in schools.
How will you further contribute to the project?	I intend to participate in the network proposed by the project team; Some members of our group will continue working on the topic that we started to develop, and it is my intention to cooperate with them;
How do you plan to disseminate the project? <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	<ul style="list-style-type: none"> - Through professional exchange with colleagues at different universities (of education); - In my research group (DyME, Innsbruck University); - In my teacher training workshops; - Through my role as a coach for plurilingual school development projects; - In future articles on pluralistic/plurilingual approaches in teaching and learning;

3. 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.).

Im Projekt "Developing teacher competences for pluralistic approaches" des ECML (2020-2022) werden Unterrichtsszenarien, Aufgaben und Themen entwickelt, die (zukünftigen) Lehrenden vermitteln sollen, wie sie plurale Ansätze im Unterricht einsetzen und ihre Kompetenzen für diese Aufgabe definieren und weiter entwickeln können.

Bezugspunkt für die diversen Instrumente (Unterrichtsszenarien, Aktivitäten und Aufgaben, Materialien für den Unterricht), die als *Training and Reflection Tools* bezeichnet werden, ist eine Beschreibung der Kompetenzen von Lehrenden für plurale Ansätze, die sieben Dimensionen zugeordnet werden (z.B. didaktische/pädagogische Kompetenzen; Haltungen und Einstellungen). Die Kompetenzbeschreibungen der Lernenden, wie sie im FREPA/CARAP

beschrieben sind, werden in diesem Projekt durch die Kompetenzbeschreibungen von Lehrenden ergänzt.

Im österreichischen Kontext können die Tools in der Ausbildung von Lehramtsstudierenden an Universitäten und Pädagogischen Hochschulen eingesetzt, aber auch für die Fort- und Weiterbildung von Lehrenden aller Fächer verwendet werden. Konkret einige Anknüpfungspunkte ohne Anspruch auf Vollständigkeit:

- Lehrveranstaltungen (LV) zu Mehrsprachigkeitsdidaktik
- LV zu Sprachendidaktiken für plurilinguale Ansätze im Einzelsprachenunterricht
- Ergänzung und Erweiterung zu DaZKompP und MuKompP (siehe BIMM-Homepage/DaZ-Unterricht)
- LV zu interkulturellem Lernen
- LV zu sprachsensiblen Unterricht

Plurale Ansätze können als Querschnittsmaterie im Zusammenhang mit den neuen Lehrplänen (sprachliche Bildung als Unterrichtsprinzip) für die Grundstufen gesehen werden. Ein Bezug zum Curriculum Mehrsprachigkeit (Krumm/Reich) und zu diversen Themen auf den Homepages des BIMM bzw. des ÖSZ ist ebenfalls gegeben.