



## TRANSVERSAL COMPETENCES IN FOREIGN LANGUAGE EDUCATION AN ECML THINK TANK, 8<sup>th</sup>-9<sup>th</sup> FEBRUARY 2022

### *Themes*

#### **A. Orientation**

#### **B. Concepts and frameworks**

##### Aims:

- to explore together ways in which learners' transversal competences are being - and could be - developed as part of (foreign) language education
- to consider how existing competence frameworks (Council of Europe's RFCDC, EU Framework, UN Agenda 2030, OECD Agenda 2030, UNESCO etc.) might assist language professionals in selecting TCs and incorporating them in the design of curricula, the development of pedagogies and the creation of teaching materials

#### **C. Taking stock of TCs in European education**

##### Aims:

- to examine the role of TCs in language policy and curriculum design in member states
- to consider the role played by teacher education in supporting the implementation of TCs
- to collect examples of good practice relating to TCs in language teaching and teacher education

##### Outputs:

- an overview of current educational policy and practice in this area in member states
- examples of classroom activities for incorporating TCs

#### **D. Moving forward**

##### Aims:

- to explore, and find solutions to, the challenges of incorporating TCs in language education

##### Outputs:

- some guidelines for language teachers and teacher educators to help them incorporate TCs in foreign language education
- suggestions for key areas to be the focus of a follow-up project



## Programme

DAY 1	
08.15–09.00	Registration, log-in, technical check
	<b>Theme A: Orientation</b>
09.00–10.00	<b>1. Welcome, introductions and aims of the Think Tank</b>
	<b>Theme B: Concepts and frameworks</b>
10.00-10.30	<b>2. Towards a shared understanding of transversal competences</b>  What are TCs? What frameworks exist and how useful are they? Discussion of questionnaire findings Q7: <i>Are educational policy documents or frameworks referred to? If so, which?</i>
10.30–11.00	Coffee break
11.00–12.30	<b>3. Towards a shared understanding of TCs (continued)</b>  Group work: discussion and tasks
12.30-14.00	Lunch break
	<b>Theme C: Taking stock of TCs in European education</b>
14.00–15.30	<b>4. TCs in national/school curricula</b>  How are TCs dealt with in curricula in specific member states?  Discussion of questionnaire findings: Q6: <i>Are transversal competences covered in foreign language and/or teacher education curricula in your context?</i> Q8: <i>Are transversal competences also dealt with in the curricula for other subjects such as history, geography, science etc.?</i>  Presentations and group discussions
15.30–16.00	Coffee break
16.00–16.30	<b>5. TCs in national/school curricula (cont.)</b>  Summary
16.30-17.00	<b>6. Pulling things together – points that have emerged during the day</b>  TCs and Council of Europe priorities Selection/highlighting of frameworks Prioritising TCs for foreign language teaching Participants' feedback on the day



<b>Day 2</b>	
8.30-9.00	Log-in, Technical check
09.00–09.15	<b>7. Review of the previous day, overview of the day's programme</b>
09.15-10.30	<p><b>8. Teacher education and teacher development</b></p> <p>How have teacher educators in member states attempted to implement TCs in their pre- and in-service programmes.</p> <p>Discussion of questionnaire findings Q11: <i>Have you or your colleagues received or given training or participated in professional development that focuses on transversal competences?</i></p> <p>Challenges and possible solutions</p> <p>Presentations and group discussions</p>
10.30–11.00	Coffee break
	<b>Theme D. Moving forward</b>
11.00–12.30	<p><b>9. Challenges and opportunities in working on TCs in FL education</b></p> <p>Key issues, challenges and opportunities based on what has emerged from Think Tank and participants' experience</p> <p>Group discussion</p>
12.30–14.00	Lunch break
14.00–15.30	<p><b>10. TCs in the ECML programme: ideas for a new project</b></p> <p>Information on structure of ECML projects</p> <p>Gathering ideas for a future ECML project</p>
15.30–16.00	Coffee break
16.00–17.00	<p><b>11. Concluding discussions and ways forward</b></p> <p>Discussion of questionnaire findings Q12: <i>Do you expect to have opportunities in the future to work on transversal competences in your language teaching or language teacher education?</i></p> <p>Action plans – dissemination, setting up of networks etc.</p> <p>Evaluation of the event, outlook and closing</p>