

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. Reporting

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

Name of the workshop participant	Nermina Wikström
Institution	Swedish National Agency for Education
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Title of ECML project	“ Collaborative Community Approach to Migrant Education”
ECML project website	http://www.ecml.at/I3/tabid/948/language/en-GB/Default.aspx
Date of the event	25-27 June 2014
Brief summary of the content of the workshop	<p>The workshop provided the participants from 25 countries the possibility to discuss about opportunities and challenges to meet the goals of “the curriculum of happiness”; to give each community member a voice by listening to their needs. The topics concerned different community approaches to migrant education, language in education policy, intercultural and plurilingual education, subtractive contra additive bilingualism as well as linguistic awareness. The workshop focus was on creating a community of learning by involving individuals, making the connections and forming dynamic interactive groups. We were also introduced to the open source module for teacher education (Moodle) comprising multilingual educational resources.</p> <p>We made a SWOT-analysis in order structure strength, weaknesses, opportunities and threats related to the community approaches to plurilingualism and shared our good practice examples during both formal sessions and the informal meetings. The workshop stressed the importance of parental engagement and involving the parents in the educational processes: the projects” Do not leave me behind the bars!”(Spain), “Tell me how you talk” (France), educational policy recognising diversity as strength, inclusive education and valuing equitable learning opportunities in Alberta (Canada) with a lot of focus on culturally-responsive teaching and intercultural approaches. During the workshop the Dots project (Developing Online Teaching Skills) was presented; bite-size activities for some popular language online tools that language teachers can integrate into their language classes as well as updates about the projects run by Goldsmiths University in London and the Polydromo organization from Greece.</p>

	<p>There were several activities for promoting language learning by working “ hands-on” in pairs or small groups (e.g. think-pair-share strategies, dialogical literary gathering, creating a bilingual photo story, interactive classroom strategies involving volunteers “ station teaching”, a playing card activity “ barnaga” etc.)</p> <p>Useful links:</p> <p>http://www.ecml.at/I3/tabid/948/language/en-GB/Default.aspx</p> <p>http://dots.ecml.at/</p> <p>http://www.gold.ac.uk/clcl/multilingual-learning</p> <p>http://www.polydromo.gr/index_en.html</p> <p>www.ecml.at/gazette</p>
What did you find particularly useful?	Though participants came to the workshop from rather different contexts and backgrounds they could make use of shared experiences and development work from the project presentations as well as the represented countries.
How will you use what you learnt/ developed in the event in your professional context?	Sharing my experiences with my colleagues in the national agency who work on various projects related to the language teaching and diversity issues and involving the contact networks
How will you further contribute to the project?	A close follow-up of the project and dissemination of information about the project outcomes as well as the other ECML activities.
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 	To colleagues in the project meetings as well as language group meetings

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.).

Seminariet gav deltagare från 25 länder tillfälle att diskutera möjligheter och utmaningar för att uppnå målen i "the curriculum of happiness"; att ge varje person i lärmiljön en röst och lyssna på deras behov. De frågor som behandlades var de olika förhållningssätt som länderna har till migranters utbildning, språk i utbildningspolitiken, interkulturell- och flerspråkigutbildning, "reducerad" kontra "additiv" tvåspråkighet likväl som språklig medvetenhet. Fokus för seminariet var att skapa en lärande grupp genom att engagera, skapa kontakter och dynamiska interaktiva grupper samt introducera ett öppet verktyg för lärarutbildning (Moodle) som innehåller flerspråkiga utbildningsresurser.

Vi gjorde en SWOT-analys för att strukturera styrkor, svagheter, möjligheter och hot relaterade till olika samhällsgruppers förhållningssätt till flerspråkighet och delade med oss av goda exempel under såväl mer formella som informella möten. Seminariet betonade betydelsen av föräldraengagemang och att föräldrarna involveras i utbildningsprocesserna, bland annat i projekten "Släpp in mig i skolans värld" (Spanien), "Berätta för mig hur du pratar" (Frankrike), utbildningspolitik i Alberta (Kanada) som betraktar mångfald som en styrka, inkluderande arbetssätt och som värdesätter jämlika lärmöjligheter med stort fokus på kulturell respons i undervisningen och ett interkulturellt förhållningssätt. Vi fick även en genomgång av Dots-projektet (*Developing Online Teaching Skills*) och mindre aktiviteter för några populära språkvertyg online som språklärare kan integrera i sin undervisning. Dessutom fick vi information om de projekt som drivs av Goldsmiths universitet i London och organisationen Polydromo i Grekland.

Det fanns flera aktiviteter för att främja språkinläring genom konkret arbete i par eller små grupper (t.ex. reflektera-diskutera parvis-dela med sig, läs och diskutera klassiska texter i grupp med föräldrar utifrån egna erfarenheter, skapa en tvåspråkig digital fotoberättelse, interaktiva klassrumsstrategier som involverar frivilliga personer "stationssystem", spelkortsaktivitet "barnga" etc.)

För mer information se länkarna nedan:

<http://www.ecml.at/I3/tabid/948/language/en-GB/Default.aspx>

<http://dots.ecml.at/>

<http://www.gold.ac.uk/clcl/multilingual-learning>

http://www.polydromo.gr/index_en.html

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