

Programme 2 day workshop “Teaching Pluriliteracy for Deeper Learning”

Dates: 13-14th November 2024

Venue: Ministère de la Fédération Wallonie-Bruxelles
Bd Léopold II, 44 1080 Bruxelles

Working languages: English & French

Day 1

9.30 - 10.00 Coffee and registration

10.00 - 16h30:

I. CLIL

- CLIL definition
- the 4Cs Conceptual framework

II: Pluriliteracies: (Co-) Constructing knowledge

- What is pluriliteracy?
- Language **OF** learning.
- How do you engage students in factual knowledge if they don't know the language 1 or 2 (French, Flemish/Dutch/English)?
- What strategies can I use to make procedures more explicit?
- How concepts lead to understanding and deep learning?
- What teaching strategies can I use to focus on understanding rather than just knowledge?

III. Pluriliteracies: Learner Mindset

- Language **THROUGH** learning.
- Create a **low anxiety environment** for deep learning.
- Create **student engagement** with positive relationships.
- Enhance language for **deep learning / mastery**.
- Promote **critical reflection**.

Day 2: 9.30-16h00

IV. Pluriliteracies: Demonstrating Understanding

- Language **FOR** learning.
- What is the **most appropriate style** for my purpose and my audience?
- Which **mode of communication** is required to convey my message?
- What are the **characteristics of different genres** in different subjects?
- Language functions are the active use of language for a **specific purpose**.

V. Pluriliteracies: Mentoring Learning

- Design CLIL / Pluriliteracy units.
- Scaffold language to access content.
- Give feedback for a positive impact.
- Assessment **FOR** Learning for deep learning.

VI. Call to action

- Application / Practice
 - Q & A
- Glossary of terms

More information: <https://pluriliteracies.ecml.at/>

A Pluriliteracies Approach to Teaching for Deeper Learning

Trainers: Frédéric Taveau, Dunja Chamberlain

Content and Language Integrated Learning (CLIL) and bilingual education are increasingly popular across Europe. The ECML supports CLIL teachers and teacher trainers not only to take account of and strengthen the language component in subject learning but also to focus on the development of cognitive and academic literacies. A pluriliteracies approach builds on CLIL approaches to help learners become better meaning-makers, who can draw on content knowledge to communicate successfully across languages, disciplines and cultures. In this way, it promotes deep learning and helps develop responsible, global citizens.

Results and benefits

- Review of learning progression in various subjects;
- Adoption of new approaches to literacy development across school subjects and languages;
- Classroom materials and teaching plans to foster literacy development and deep learning



Frédéric Taveau has been teaching Modern Foreign Languages for the last 30 years in France, Germany, the U.K. and Switzerland. He is currently teaching at the International School of Geneva where he has been actively involved in CLIL and Pluriliteracies through classroom-based research, as well as his work with the ECML Graz Group and a long-term research partnership with Professor Coyle from the University of Edinburgh. He has brought a very innovative approach to L2 teaching, drawing from L1 content and the multilingual experience of his students and has developed several CLIL units and strategies for his classes that have contributed to accelerated learning for his students. He is also experienced in co-teaching French / Science.



Dunja Chamberlain has gained extensive international educational experience, in Taiwan, Korea, Indonesia and Switzerland. She has worked as a teacher, a Head of Curriculum and an Assistant Principal in different international schools. She is now a consultant and instructional coach. She offers a variety of bilingual training workshops and individual coaching sessions to equip teachers with practical strategies to increase student learning and dive into deep learning. Through her work with the ECML Graz Group, she has done extensive research on CLIL, Pluriliteracies teaching and the role of language across the curriculum.

Both Dunja and Fred are very practical, hands-on educators and their workshops include plenty of practical activities that can be directly applied to any classroom.

Participants will be encouraged to apply their ideas to their own classrooms and plan their own tasks and activities applicable to their learners' needs.

Workshop participants will be issued an ECML certificate of Attendance.

Inschrijvingsformulier workshop ECML op 13-14 november 2024

Voornaam :

Familienaam :

School/werkgever :

Locatie school/werkgever:

Functie :

Graad en finaliteit waarin je lesgeeft, indien van toepassing:

Gsm-nummer :

E-mail :

Gelieve aan te duiden:

Ik zal de volledige twee dagen (13-14 november) aanwezig zijn (verplicht).

Bijkomende vraag :

Hebt u voedselallergieën ? Zo ja, welke?

Mail dit inschrijvingsformulier naar nisdi.ouahdi@cfwb.be vóór 24 mei 2024.

Opmerking: Opdat zoveel mogelijk geïnteresseerden zouden kunnen deelnemen, vragen we u om uw inschrijving onmiddellijk te annuleren als blijkt dat u na inschrijving toch niet meer aanwezig zou kunnen zijn.