

Programme

Thursday 6 th June 2024 (Day 1)	
09.30–10.00	Registration
10.00–10.45	Welcome speech: Mr Marko Banković, Assistant Director at the Foundation Tempus Introduction of the workshop, the ECML, the experts and participants – a short ice breaking activity
10.45–12.45	Session 1: Valuing plurilingual identities and attitudes towards diversity – Challenging assumptions (including a 20' coffee break)
12.45–13.45	Lunch
13.45–15.15	Session 2: Developing teacher competence in drawing on learners' plurilingualism as a resource in the language classroom
15.15–15.35	Coffee break
15.35–17.00	Session 3: Supporting teachers to become more aware of multilingualism as a resource across the curriculum
17.00–17.15	Reflections on the day

Friday 7 th June 2024 (Day 2)	
9.00–11.00	Session 4: Developing teacher competences in supporting learners with the language needed for subject learning
11.00–11.20	Coffee break
11.20–12.50	Session 5: Encouraging collaboration across the whole school to promote learning as well as multilingual and intercultural awareness – Developing collaborative projects
13.00–14.00	Lunch
14.00–15.15	Session 6: Developing collaborative projects (continued)
15.15–15.45	Close – Final reflections, workshop evaluation

6–7 June 2024, Belgrade, Serbia

ECML speakers



TERRY LAMB

Professor of Languages and Interdisciplinary Pedagogy, University of Westminster, London, UK

Terry began his career as a teacher of French and German, before progressing to a number of Head of Languages posts in secondary schools and eventually to posts in the Universities of Nottingham and Sheffield, where he focused mainly on postgraduate teacher education. He is now a Professor at the University of Westminster, London, based in the Centre for Education and Teaching Innovation (which he established) and the School of Humanities. His research focuses on the ways in which constructs of place, space and critical autonomy intersect in relation to language learning and linguistic diversity, and on activist research that challenges social, cultural and linguistic injustices. His projects have included several at the European Centre for Modern Languages of the Council of Europe, e.g. *Supporting Multilingual Classrooms*. Terry has worked closely on languages strategy and curriculum with the UK and other Governments (Australia, Czech Republic, France and Malaysia) and is founder editor of *Innovation in Language Learning and Teaching*. He is President of FIPLV (*Fédération Internationale des Professeurs de Langues Vivantes*), an NGO of UNESCO and the Council of Europe.

Website: <https://www.westminster.ac.uk/about-us/our-people/directory/lamb-terry>



BRIGITTE GERBER

Brigitte Gerber taught English in upper secondary schools for a number of years and worked as a teacher educator at the University Institute of Teacher Education – University of Geneva. She has been involved in several ECML projects: "Parents – Involving parents in plurilingual and intercultural education", FREPA (Framework of reference for pluralistic approaches), and the FREPA training and consultancy team. She was co-coordinator of *Supporting Multilingual Classrooms* for several years and coordinates a project in the current programme: *Developing teacher competences for pluralistic approaches*. She also used to be a member of the editorial board of *Babylonia*, the Swiss journal of language teaching and learning. Although having taken early retirement from the University of Geneva, she is still active in teacher education, both in the field of plurilingual and intercultural education and in the professional development of teacher educators.