

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	Mihaela Brumen
Institution	Pedagoška fakulteta Univerza v Mariboru Faculty of Education, University of Maribor
E-mail address	Mihaela.brumen@um.si
Title of ECML project	“European portfolio for student teachers of pre-primary education” (Préélémentaire)
ECML project website	http://www.ecml.at/F2English/tabid/1274/language/fr-FR/Default.aspx
Date of the event	April, 21 st and 22 nd
Brief summary of the content of the workshop	<p>The Pepelino project is a tool for reflective practice in initial teacher training, targeting professional competences and attitudes of pre-primary teachers (3 to 6 years of age) with regard to raising awareness of linguistic and cultural diversity.</p> <p>At the workshop in Graz some approaches to reflective teaching, (self)-assessment and (self)-reflection were introduced. We discussed why Pepelino should be used, what to find in it, how it is organized and which professional competences are addressed in it. We also discussed how Pepelino can be used in our professional contexts, how it will foster (self)-reflection of our student teachers and how to pilot and disseminate Pepelino in our country.</p>
What did you find particularly useful?	<p>1. I find the idea that teacher students and pre-school teachers find basic theory about language acquisition and development in one place, and that they can use the same document and can reflect on their teaching practice and connect it with the theory, very useful. Pepelino addresses several aspects of professional competences with regard to language learning and teaching of children, and teacher students can reuse it over years and become aware of their own progress in acquiring the professional competences – this is, according to my point of view, really useful.</p> <p>2. I found particularly useful the second day at the workshop, when we worked in smaller groups and reflected on the content, organization, professional competences and the format of Pepelino’s section 2 A – “Taking account of the way young children acquire languages”. It was a very constructive and effective discussion of how</p>

	<p>to improve this part of the tool for individual (self)-reflection so that our students are aware of their own progress in creating favourable conditions for children's acquisitions of languages. It was a very positive experience of different viewpoints, suggestions and contexts from our colleagues coming from different countries.</p>
<p>How will you use what you learnt/ developed in the event in your professional context?</p>	<p>When the project was presented with all the professional competences and discussions, I reflected on my own teaching and strategies I use with my students. I have to admit that I have not used (self)-reflection as often, therefore I intend to use it with my pre-primary and primary students and I will also try to present it at different workshops and in my teacher training practice. Our University offers a one-year teacher training programme to pre-primary and primary teachers who teach foreign languages to 4 – 10 year old students. I will introduce the tool at subjects I teach and will encourage teachers to use it in their work.</p> <p>The National Education Centre supports a Network innovative project in our kindergartens. I work there as a consultant. I will also encourage pre-school teachers to use Pepelino and to reflect on their teaching progress.</p>
<p>How will you further contribute to the project?</p>	<p>If time, I will try to publish an article in national or international journals.</p>
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	<p>I plan to use Pepelino with my pre-service and in-service students. I will inform my colleagues at different faculties about it, I will present it to pre-school teachers at our Network innovative project. And if time, I will try to publish an article in national or international journals.</p>

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.).

Projekt Pepelino: Evropski jezikovni listovnik oz. portfolijo za vzgojitelje/ice

Evropski jezikovni listovnik oz. portfolijo za vzgojitelje/ice (*European portfolio for student teachers of pre-primary education*) (*Préélémentaire*), z naslovom Pepelino, spodbuja tako študente predšolske vzgoje, kot vzgojitelje oz. učitelje, k učenju in poučevanju (dodatnih) jezikov na predšolski stopnji (3 – 6 letnih

otrok).

Jezikovni listovnik temelji na gradivih, ki jih je ustvaril Evropski center za moderne jezike, predvsem na dokumentu z naslovom *Evropski jezikovni listovnik za študente jezikov (European Portfolio for Student Teachers of Languages)* (EPOSTL), ter na dokumentu z naslovom *Okvir smernic za večjezične pristope jezika in kulture (A Framework of References for Pluralistic Approaches to Languages and Cultures)* (CARAP/FREPA).

Cilji projekta Pepelino

Evropski jezikovni listovnik omogoča študentom/kam predšolske vzgoje in vzgojiteljem/icam v vrtcu ter učiteljem/icam v prvih razredih osnovne šole, da svoje jezikovne izkušnje in dosežke ovrednotijo v postopkih mednarodno primerljivega dokumenta. Listovnik temelji na opazovanju in vrednotenju lastnih dosežkov pri učenju in poučevanju (dodatnih) jezikov na predšolski stopnji (3 – 6 letnih otrok), in s tem k večjezičnosti ter k sodelovanju med kulturami. Z njegovo pomočjo bodo študentje/ke, vzgojitelji/ce in učitelji/ce beležile lastne profesionalne kompetence, načrtovanje, organiziranje in vrednotenje napredka v povezavi z učenjem in poučevanjem (dodatnih) jezikov na predšolski stopnji.

Več o projektu lahko najdete na spletni strani Evropskega centra za moderne jezike:

<http://www.ecml.at/F2English/tabid/1274/language/fr-FR/Default.aspx>

Končen izdelek bo predvidoma izšel konec decembra 2015.